

iPrimary English

Teacher's Guide



Pearson

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Welcome to your *iPrimary Teacher's Guide*

Welcome to the Pearson iPrimary teacher community. We hope that you find your *iPrimary Teacher's Guide* a useful resource as you start your iPrimary curriculum journey. We are confident that it will support you in teaching lessons where all students enjoy learning, make good progress and do well in examinations.

The iPrimary curriculum for English develops important learning skills for students. Broadly based on the English National Curriculum, it is written with the specific needs of the international student at heart and focuses on developing key learning skills. This will give your students the confidence to successfully meet a range of challenges in and out of school and help prepare them for examinations and a successful secondary education.

This guide will give you:

- tips for recognising whether a new technique is working
- ideas for seeing how much impact a new strategy has on your students' learning
- techniques for reflecting on your practice
- ways you can discuss teaching and learning with your colleagues.

As you work with your guide you should see all your students:

- solving more problems
- asking effective questions and actively listening
- thinking deeply, creatively and critically
- making connections between ideas and transferring their learning from one context to another
- taking greater responsibility for their own learning
- working together in different ways to develop their thinking and knowledge
- developing lifelong learning skills to equip them for secondary school and beyond.

Learning is supported throughout. The iPrimary curriculum objectives are written to provide students with the necessary coverage of skills and knowledge to prepare them fully for examinations.

Your guide is easy to use and packed full of practical teaching tips and ideas for you to try out. You may be familiar with some concepts and find that others are new to you. You may choose to work with other colleagues to select the ideas you would like to use. No two classrooms are the same, so you will find what works best for you and your school's priorities.

HOW TO USE YOUR *iPRIMARY TEACHER'S GUIDE*


You can use your *iPrimary Teacher's Guide* in a number of ways. It is *your* guide to be used *by you* and *for you*. The following suggestions may be helpful.

- Select the ideas that seem most manageable and give a couple of them a go!
- Decide to try out a new good idea each week.
- Think about your professional development targets and select the best ideas that will help you achieve your targets.

This guide is separated into seven easy-to-navigate sections.

- 1. Welcome to your *iPrimary Teacher's Guide*:** an overview of this guide and the curriculum, including guidance to help you to keep track of your progress as an *iPrimary* teacher and information on where you can go for further support.
- 2. Creating an *iPrimary* classroom environment:** ideas and tips for integrating active learning, positive behaviour management strategies and a variety of classroom arrangements into your classroom. These techniques help to engage students and support them in making progress.
- 3. *iPrimary* planning:** advice and information on how to plan and adapt effective lessons using the *iPrimary* curriculum.
- 4. Principles for progress:** the top ten general principles (identified by our pedagogical experts) that can be applied to your teaching in order to help achievement and progression, such as how to involve all your students in a class discussion and how to plan lessons that provide all students with the right amount of challenge.
- 5. Teaching in English:** a variety of techniques and approaches to teaching to help students succeed in this subject, compiled by a subject-matter expert. This includes practical tips and guidance designed to support students' progress and engagement.
- 6. *iPrimary* assessment:** a general overview of formative and summative assessment in the *iPrimary* curriculum, outlining what summative assessment is provided as part of the curriculum and offering general tips and guidance on how to best prepare students for this.
- 7. Assessment in English:** specific advice and guidance on teaching assessment in this subject, including examples of formative assessment, common question types and things to watch out for.

As you work through this guide you will notice cross references linking various key sections and concepts. These are designed to help you easily navigate to the information you need and to demonstrate how the strategies and principles described in the guide can be used to complement one another in the classroom. For example:


Speaking and listening:
Using stories to develop
language p. 35

Can link to...


Engaging
everyone p. 15

SUPPORTING YOUR *iPRIMARY* DEVELOPMENT

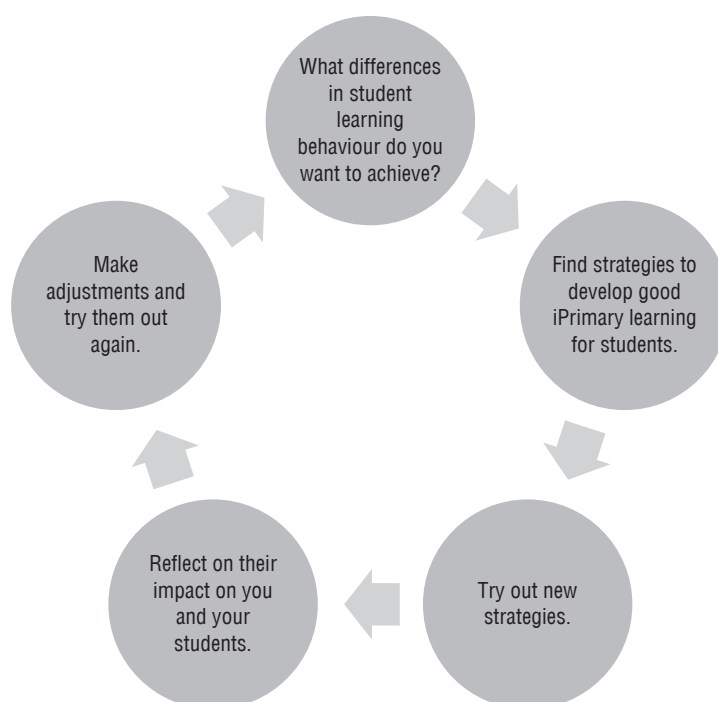
An important part of being an *iPrimary* teacher is that you demonstrate the habit of developing and assessing your own practice. Focusing on your own development can directly help outcomes in the classroom, which means students learn more effectively and achieve more highly.

When embarking upon your journey as an iPrimary teacher, it is important to remember the following.

- You are not working in isolation; there is a network of support available through your iPrimary colleagues and the iPrimary online community.
- There are clear practical tools and tips within this guide to help you to deliver the curriculum effectively.
- iPrimary colleagues can support each other by discussing challenges and sharing good practice.
- You can work with your peers to observe practice and to give each other feedback.

Reflective teaching practices

You are likely to develop the following reflective teaching practices, which work in a circular way.



Tools and templates at your disposal

In **Appendix A** you will find a *Try it out* template and accompanying guidance. Make as many copies of this template as you like. The template supports you through the following five steps:

Choose an idea → Think about what you want to achieve → Make a plan → Try it out → Reflect and adapt practice

In **Appendix B** you will find a 'My iPrimary checklist' template that you can use to record practice and plan next steps. You can make as many copies of this as you need and keep revisiting practices until you are confident.

Where to go for help

- To download support, lesson plans or the details of your local Pearson representative, please visit the iPrimary website.
- Information and support from the iPrimary Schools Community can be found on the iPrimary forum of the Pearson International Schools Community.
- Contact your local Pearson representative for details of our Professional Development offering or with any questions you may have.

Creating an iPrimary classroom environment

The iPrimary curriculum supports a classroom environment that engages all students in learning activities and in which all students can progress.

A classroom environment that is engaging for students usually contains some or all of the following characteristics.

- Learning objectives are shared with students and the teacher checks that all students understand what is being asked of them.
- Class discussions involve all students participating in some way.
- Teacher talk is important but is always accompanied by opportunities for students to consider the new content/problem/ideas being presented by the teacher.
- Students see the connections between what they are learning and their lives.
- Students will have a go even when they are not sure of the answer.
- Students enjoy lessons and take their share of responsibility in making progress.
- Classrooms have attractive resources and student work on display, which are used by both teacher and students.
- Seating arrangements will vary to suit the learning objectives, including desks arranged for small-group work.
- Students will often use resources to work on problems and carry out inquiries together where the teacher guides – rather than directs – this process.
- Noise levels can be quite high but the talk is productive and on-task.

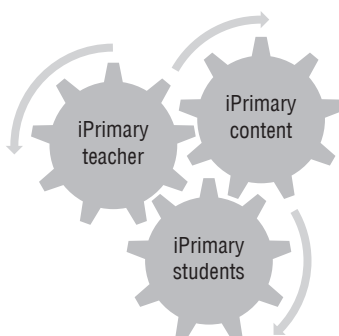
This next section will outline some of the key instructional methods you will have at your disposal in the iPrimary classroom to create an effective learning environment and explain why these are an effective way of engaging learners.

ACTIVE LEARNING

Broadly, a positive classroom environment will involve the teacher leading what can be called ‘active learning strategies’. Active learning can sometimes mean that students are literally more physically active, but it *always* means that all students are required to think about what they are doing. As an iPrimary teacher you will ensure students *engage* in learning activity. You will view learning as an interactive process and help students to take some responsibility for their own learning. There are three key areas.

1. Students interact – or engage – with you, the teacher.
2. Students interact – or engage – with resources and new content.
3. Students interact – or engage – with each other.

These three axes of engagement interact and feed into each other as illustrated in the following diagram.



Strategies for implementing active learning

This guide is full of ideas that will support you in creating an active learning environment in your classroom where *all* students can engage, contribute and make progress. See in particular the sections on **Engaging everyone**, **Collaborative activities** and **Developing thinking skills**.



POSITIVE BEHAVIOUR MANAGEMENT

Positive behaviour management simply refers to the effective management of student behaviour in the classroom in a way that is conducive to a positive classroom environment. This involves establishing a kind of social contract with students that is based on mutual respect.

The benefits of positive behaviour management

A positive iPrimary classroom environment will bring the following benefits.

- Creating and maintaining positive relationships with students can be of great benefit to the students and to teachers themselves; teachers will find that learning progresses more smoothly as students are positively engaged.
- Students will be more motivated in their learning because they value being respected and involved in the learning process.
- Teachers and students will have a far more enjoyable classroom experience if they are able to maintain mutually positive relationships.

Strategies for implementing positive behaviour management

The following suggestions support positive student–teacher relationships.

1. Create opportunities for one-to-one conversations with students to get to know them as individuals. This can be done outside class (at break times or at the school gate/class door) or achieved during group activities where the teacher aims for one-to-one chats with each student. It does not matter if it takes several days to fit in a chat with each student, providing everyone has had the opportunity for some individual time.
For example: So, Aisha, let's look at your last homework activity. Tell me a bit more about how you did x? What might make it even better? Next time could you try y?
2. Try to personalise the written feedback you give to students. It will not necessarily be possible to do this every time you mark a student's work, but try to write something that shows you know the student as often as you can.
For example: Rajesh, you have done x, y and z well. I am particularly impressed with the way you... For your next piece of work try a, b and c...
3. Aim to be curious rather than judgemental when interacting with your students. Ask yourself why a particular response or a behaviour that you are unhappy with might be happening. Think hard about the root causes rather than the surface behaviour.
For example, if students are easily bored you could ask yourself: Is the work challenging enough? Or does it need more structure for them to really understand it? Do they have enough input into the task? And so on.
4. During group work, circulate the room and lean in to praise some good work or constructive learning behaviour where relevant.
For example: That was an excellent explanation, Ivan or I like the way you asked such a good question there, Yu Yan or I can see that this group is working very well together by working well within your assigned roles.
5. When providing feedback to students, aim to make this as specific as possible to help students to act upon it.
For example: Next time, Elisabeth, write sentences of no more than ten words. This will help you focus on the main message of your sentence.


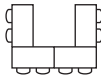

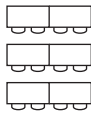
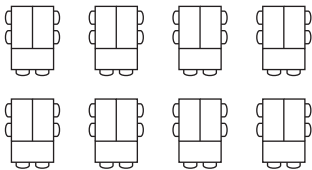
6. Ensure that students are clear on what the goals of a specific piece of work or activity are.
For example: *YongJae, can you explain what you should be able to do by the end of this task?*
7. Show an interest in students' lives and bring in examples of their interests outside school so that you can add meaning to their learning.
For example, if you know that Luka is interested in fishing, say: *Luka, how have you learned to be so patient that you can wait hours at a time to catch a fish?* Or make reference to a cultural event that will involve the students and may be occupying their thoughts (such as an end-of-term event, a local pop concert or a sports competition).

SEATING ARRANGEMENTS

Seating arrangements are a very simple yet powerful tool for creating an engaging and effective classroom environment for your students. As an iPrimary teacher, you will find it helpful to vary your seating arrangements to suit the task in hand.

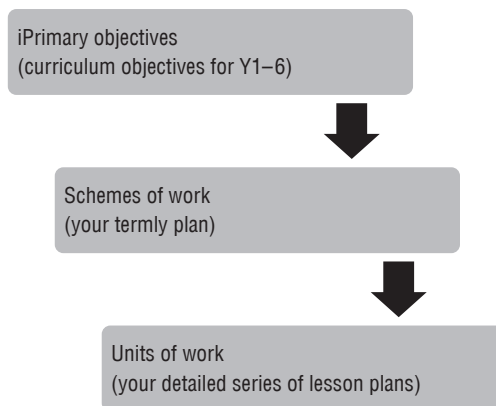
Examples of seating arrangements to use in various classroom situations

Here are some examples of seating arrangements you may try:

Seating arrangement	Learning purpose
 Single desks in rows	Single desks facing the front particularly suit test conditions. Here, students can concentrate and work individually.
 U-shape or horseshoe	A U-shape formation lends itself to whole-class discussion. It can also accommodate a combination of whole-class discussion and pair work.
 Small groups of desks	The small-group desk arrangement suits activities involving students in enquiries or other kinds of small-group work.
 Paired rows	Paired rows can be suitable for a combination of whole-class presentation and pair work. Paired rows can also be turned quickly into small groups of four.
----- (front of class)  Group desks with all chairs able to see front board	This may be good for a semi-permanent arrangement as it enable groups to work together as well as whole-class work where everyone needs to see the board.

iPrimary planning

The iPrimary curriculum provides you with detailed curriculum objectives to guide the planning for termly schemes of work and for more detailed week-by-week lesson planning.



THE iPRIMARY CURRICULUM OBJECTIVES

You will find topics and curriculum objectives in the curriculum specification. The iPrimary curriculum has been developed together to give your students the breadth and depth of knowledge they will need in order to confidently take external tests and be fully prepared to move on to their Edexcel International GCSE.

The curriculum objectives cover the knowledge, understanding and application that students are expected to demonstrate in clear detail. Further guidance or examples are provided as appropriate. For example, a curriculum objective might say: *Answer short, simple questions using a word or basic phrase*. This will be accompanied by examples of what pupils should know or be able to do, for example, *The student is able to answer a question such as 'What will you do after school?' with an audible phrase such as 'Eat dinner.'*

DEVELOPING SCHEMES OF WORK

You may work with colleagues or independently to develop a termly scheme of work for your subject area using the curriculum objectives and topics outlined in the curriculum specifications. Here you will decide upon how to divide topics and select the relevant curriculum objectives. The scheme of work is a general plan that outlines what you will cover – and expect students to learn – over the course of a term.

Developing the termly plan or scheme of work will give you and your colleagues the opportunity to match curriculum objectives to topics that:

- go together well
- complement each other
- build upon each other in order to consolidate understanding
- coincide with a local or national event (sporting, musical, cultural).

For example, the following scheme of work, taken from Year 3, Term 1, Unit 1 of the iPrimary English curriculum, contains objectives that have been grouped together because they complement each other when teaching students about fiction texts. They cover a number of shared areas such as character development, sentence cohesion and descriptive language.

ENGLISH

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Year 3 English Scheme of Work

Teaching week	iPrimary English objectives	Activities
Year 3 Term 1 Unit 1: Fiction (10 days)	R3.3A Answer simple questions about a character, event or piece of information about which they have read. R3.3B Retell two events from a story or sequence in the correct order. R3.4A Use context to infer the meaning of unfamiliar words. R3.4C Use knowledge of other books or films to predict what might happen at the end of a short story or other text. R3.6A Point out the conjunctions 'and', 'but' and 'because', and explain how they join sentences. R3.6B Identify adjectives in expanded noun phrases and use the term 'adjective'. W3.3B Sequence three pictures and write two or three sentences about each one to tell a story. W3.3D Re-read own writing, improving it at sentence level. W3.5A Say and then write compound sentences using the co-ordinating conjunctions 'and' and 'but'. W3.5D Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences. W3.5E Use subject and object pronouns instead of noun/noun phrases. SL3.2A Give brief descriptions using two or more linked sentences. SL3.2D With some guidance, take on the role of a character, from a play or other text, using some knowledge of conventions.	Make predictions; ask and answer simple questions; retell events from a story; sequence three pictures and write two or three sentences about each one to tell a story. Identify adjectives in expanded noun phrases. Explore characters within a story. Join sentences using conjunctions: 'and', 'but' and 'because'; use subject and object pronouns. Write a longer description of a character; edit and improve writing.

PLANNING UNITS OF WORK

Once you have your high-level termly plan, or scheme of work, you will then plan for a series of lessons. Here you will outline the detailed activities you plan to carry out in each lesson. Your individual lesson plans will involve deciding upon key vocabulary and concepts you aim to convey. You will also outline information about individual students or groups of students and, for example, any additional challenge or support that you may need to provide. You should also decide which specific curriculum objectives you are addressing in that lesson. The following lesson plan provides an example structure that you might use.


ENGLISH

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Year 3 Unit: 1 Lesson 1			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
Make predictions about a story	Read some traditional tales; Use pictures to infer what might happen next; Be able to work in pairs; Have some experience in making predictions	gobbled; belonged; gasped; growled; stomped; howled; squeaked	R3.3A Answer simple questions about a character, event or piece of information about which they have read. R3.4A Use context to infer the meaning of unfamiliar words R3.4C Use knowledge of other books or films to predict what might happen at the end of a short story or other text.
Teaching Summary			
Ask the students if they know the fairy tale of <i>Goldilocks and the Three Bears</i> . Have they ever read the tale or had it read to them? Let them tell you the tale, or what they think is the tale. Show them the cover/title page of <i>Goldilocks and the BIG Mess</i> . Encourage students to make predictions about the story. Ask: <i>What do you think might happen in this version of the story?</i> Discuss any unfamiliar vocabulary as you read. Encourage the students to use the pictures and context to infer the meaning of unfamiliar words. Read pages 2–3. <i>What do they think will happen next?</i> Read pages 4–5. <i>What do they think will happen next?</i> Check they understand the meaning of 'gobbled'. Read pages 6–7. <i>What do they think will happen next?</i> Read pages 8–9. <i>What do they think will happen next?</i> Read pages 10–13. <i>What do they think will happen next?</i> Check they understand the meaning of 'belonged', 'gasped', 'growled', 'stomped', 'howled' and 'squeaked'. Can they repeat the lines using the right tone of voice to show 'gasped', 'howled' and 'squeaked'? Read up to page 16. Were the students' predictions correct? How does this version differ from the traditional tale? (<i>Goldilocks doesn't cause such a big mess in the traditional version. The bears also don't laugh at the end and Goldilocks runs away.</i>) Introduce and complete the main activity.			
Main Activity			
Core The students Babble Gabble the story. In pairs, they retell the story in their own words as quickly and with as much detail as possible. The first person speaks for a minute, then their partner continues.			
Support Students work in pairs/small groups with support as necessary to retell the events of the book.			

As an iPrimary teacher you will ensure that you include activities that engage your students using a variety of techniques. Your planned activities will involve students in interacting with new content, with each other and with you in interesting and energising ways. Your plans will include a range of activities, including: using mini-whiteboards, structured small-group discussions, whole-group discussion where students have thinking time, student presentations, jigsaw grouping, hot seating, gallery walks and other active learning techniques. This guide is full of ideas to help you do this.

As part of the planning process, you will also include opportunities to carry out formative assessment in each lesson. This will help you to know where to support and challenge individuals or groups of students. It will also help you to assess how much the whole class has understood and whether you need to skip over content or repeat ideas. You can plan for formative assessment opportunities at the beginning, part way through and at the end of lessons.


Formative
assessment
p. 56

Your planned formative assessment opportunities are likely to include some of the following.

- Traffic-light cards to assess students' understanding halfway through an activity. Students may hold up a green, amber or red card indicating their level of understanding.
- Mini-whiteboards to determine prior knowledge or remaining questions. You can check students' responses at a glance, or concentrate on certain students or groups.
- KWL charts (what students **K**now, what they **W**ant to learn and – at the end of the lesson – what they have **L**earned) or posters to assess and activate prior knowledge and to assess how much has been learned.
- Asking students to complete an 'exit slip' where they summarise understanding at the end of the lesson on a piece of paper or large sticky note.
- Focused talks with individual students to determine levels of understanding and progress (you can plan to see individual students while the class is conducting group work, for example).

Your plans will allow for these formative opportunities in order to determine the pace and level of your students' progress. You will therefore also need to plan for some flexibility, such as additional activities for students who grasp ideas very quickly or going over key concepts in different ways to ensure all students have grasped the ideas sufficiently.

Principles for progress

The principles for progress are a collection of the ten principles (identified by our pedagogical experts) that will give your students the best opportunity to make progress in their learning. Each principle is accompanied by guidance relating to specific teaching approaches, tips and issues to watch out for, all written in clear, practical steps that you can use in the classroom. Formative assessment underpins and runs through all of these principles. Knowing each student's starting point, understanding their learning and reflecting on their development helps to ensure progress for all.

	Principle	Summary
1	Engaging everyone	Techniques to ensure that all students are involved in the lesson and participate in discussion, including whole-class question-and-answer sessions.
2	Differentiation	Provides techniques for adapting your teaching to ensure that all students can access the learning according to their level and achieve good outcomes. These techniques also convey the importance of having high expectations of all students.
3	Enabling independent learning	Outlines suggestions to support your students, encouraging them to 'have a go' and not to be put off by challenging ideas or tasks. It also has techniques for helping all students to take more responsibility for their own progress.
4	Effective questioning	Offers practical tips for asking questions that make students think. It outlines question types (for example, closed, open, factual, conceptual, probing, discussion) and provides examples of each.
5	Teacher talk	Teacher talk is important and this section outlines how to make it as effective as possible with ways of engaging your students as you introduce new content and explain activities.
6	Collaborative activities	Outlines lots of practical ideas for grouping students and ensuring that group work is really focused and productive. It also outlines ways of developing student ownership of their learning and the ways in which group work can build confidence too.
7	Teacher demonstration	Focused on how to conduct effective teacher demonstrations and how you can model important learning behaviours too.
8	Developing thinking skills	Provides good ideas for developing your students' abilities to think critically, to problem-solve and to carry out their own mini-inquiries.
9	Reflecting on learning	Ideas to encourage students to think constructively about their own learning and to take control over how to make better progress.
10	Feedback (in both directions)	Offers practical ideas for conducting good two-way feedback between you and your students in order to improve learning and achievement.

ENGAGING EVERYONE

As an iPrimary teacher you will work hard to involve everyone in your lesson activities, including whole-class discussions. The following ideas will support you in conveying your own enthusiasm for the lesson content, finding connections to engage students' interests and using techniques to ensure that all students *have to* participate in discussion and activities.

Teaching approaches for engaging everyone

1. Convey enthusiasm

- Remember that enthusiasm is infectious (in a good way!) so aim to share your own interest in the subject.
- Even if you are not enthusiastic about a particular subject, try to act as if you are. You are likely to find that your enthusiasm and your students' keenness grow as a result.
- Make connections between the subject and examples in your own life or in the wider world and aim to show that learning about the topic matters.

2. Find links to students' interests and existing knowledge

• Create a KWL chart

One simple technique is to ask students to complete a KWL chart. This asks them to say what they already **K**now, what they **W**ant to learn and – at the end of the lesson – what they have **L**earned. This is very useful information as it can help you to plan group tasks, to know when to provide supporting resources to some students or to skip over part of a topic quickly because the students are already familiar with it. It also provides students with the opportunity to show what they are interested in.

• Use a gallery walk to activate existing knowledge

This technique involves you creating four to six prompt questions (or images/drawings) that you write on flip chart posters and display around the room. Each of the four to six prompts relates to a new topic. Arrange students into small groups and assign each group their first chart/poster. Invite students to write their ideas and comments relating to the prompt for about three minutes. Then ask each group to move to their next poster where they read the comments from the previous group and add their own. Ask probing question as you circulate. Note any ideas where students have strong previous understanding, gaps in their knowledge or misconceptions.

3. Engage everyone in whole-class discussions

• Use 'hands down' and 'wait time'

One effective way of engaging everyone in a class discussion is to insist that students keep their hands down when you pose a question. This allows you to provide your students with 'thinking time' as you wait before asking a particular individual to provide an answer.

• Think-pair-share

During this 'wait time' after posing a question you can ask your students to engage in a minute of **thinking** on their own. They then turn to their partner to work in **pairs** to develop and exchange their thoughts. You then ask pairs of students to **share** ideas with the whole class.

- **Use mini-whiteboards**

When posing a question or setting a task, give each student a mini-whiteboard (or plain paper/card) to work on his or her answer. Then – at a set time – ask all students to hold up their answers for you to see. This allows students to work quietly without too much pressure from the ‘quick responder’ who usually provides the answer. It also enables you to see the different levels and types of response to help you plan your next steps/question.

- **Use lolly sticks for randomly selecting students**

Create a set of wooden sticks (or cards) displaying each student’s name. After asking a class question, give students time to think (wait time) and then pull out a stick/card at random and ask the named student to respond. Alternatively, you could pull out two names at a time and start a discussion between two students. When students get into the habit of expecting to think and that they may be asked for the answer publicly they will start to engage with the learning more. You can pull out more sticks to encourage other students to respond to the original student’s answer in constructive ways. That way your whole-class discussion feels more like basketball (lots of people bouncing ideas around) than singles tennis (you getting answers from individual students).

4. Work the room to engage with individual students

When you have set a class task you can then work the room to check in with certain individuals and ensure that they are engaged and making progress. Depending on what you find when working the room, you could do either of the following.

- Identify three students that are a bit withdrawn and engage them in a conversation.
- Suggest that particular students take on the role of reporting ideas back to the whole class in order to encourage them to speak out in front of the other students. You could give them a few starter suggestions about how to do this if you feel they will need that level of support.

Watch out for...

- The same students always answering the class questions. This can discourage other students and lead to them giving up or relying on these students.
- Shyer students who may need some extra support in speaking out in front of the whole class (think-pair-share is a good technique to use here).

DIFFERENTIATION

Effective differentiation means adapting your teaching to enable students to access learning. This involves lesson planning that pitches and scaffolds tasks for all students to make progress. It is *not* about locking down or limiting potential by only providing easy tasks for students with limited (existing) ability. This approach is based on conclusive research that intelligence and ability can grow and are not fixed. Therefore, as an iPrimary teacher you will differentiate activities while keeping high expectations for everybody and keep individual students' progress under review.

Teaching approaches for differentiation in the classroom

1. Differentiation by outcome

This approach consists of setting the same task for all students and providing levelled success criteria outlining what different level answers would look like. This enables you to show what you expect all students to achieve and to provide guidance on how to achieve a high standard. You are not making any advance assumptions about what certain students can or cannot do. For example:

Topic: Volcanoes

Outcome: Identify and explain key features of volcanic activity

Task: After watching a short video and slide presentation (with opportunities for think-pair-share ideas), students work in groups to plan a pamphlet for visitors to Vesuvius (or other more relevant volcano to your location) describing and explaining key features of volcanic activity. Each student then creates their own pamphlet in class and in 'home learning' time. Students are given packs of key information about volcanoes and clear success criteria explaining what a good answer looks like.

Success criteria:

- Satisfactory: two or three illustrations, short explanations (three sentences or fewer), some of the research information included.
- Good: three or four clear, labelled illustrations, longer explanations including references to research, all required features are covered.
- Outstanding: clear, labelled illustrations as required, clear explanations directly linked to each research point, pamphlets are attractive and clearly written and cover all required features.

Some students may find it harder to understand the success criteria or to visualise what a good answer looks like. Here you can share a 'pretend' answer relating to a different topic that exemplifies 'good' or 'below standard' so they all know what to aim for or avoid.

Students will provide answers of varying standards according to several factors, such as their writing ability. Once the task is completed, share anonymised examples from the class of what 'good' looks like to all students and discuss how to improve for the next task. You can also follow up with specific feedback for individual students on how to improve.

2. Differentiation by levels of support for a specific task

This involves providing certain students with more support to achieve a (common) task, therefore you can plan how to intervene to support those students who may have grasped the ideas very quickly and to support those who are struggling.

For example, with the volcano lesson above, you would identify students with specific needs that may make certain aspects of the task more challenging for them (such as reading or writing level). You could arrange students into groups and spend more time supporting particular groups in preparing for the task.

Teachers will work with all abilities to encourage them to achieve more highly so that ‘teacher support’ is viewed as a ‘normal’ expectation of every task.

3. Differentiation by resources

This involves providing different students, or groups of students, with different resources aimed at supporting them in achieving a common task.

For example, with the volcano lesson on the previous page, this might mean that you create ‘learning packs’ with different ‘levels of difficulty’ for different groups of students. The packs might contain explanations in more complex or simpler language or you may vary the amount of information in each pack.

4. Differentiation by time to master key concepts

This approach helps you to support all students to achieve mastery of a particular concept by not moving on to the next level of difficulty until *all* are ready to do so. Those who have grasped the idea quickly should have the opportunity to go deeper into the concept and those who are struggling should be provided with extra support.

For example, with the volcano lesson on the previous page, identify the essential concept that you want students to grasp and ensure that all students have understood the idea before moving on to the next topic. If the essential concept you have identified is ‘volcanic eruption’, you might ask students to analyse volcanic eruptions across the world and to work out how volcanologists predict volcanic eruption. Students who are struggling to grasp the idea might be given a number of short videos to watch and be asked to answer specific questions to ensure they understand volcanic eruption.

5. Differentiation by task

This involves giving different tasks (relating to the same topic) to different students according to their current level of understanding and achievement.

For example, with the volcano lesson on the previous page, you could ask lower-achieving students to carry out tasks like ‘describing’ features of volcanic eruption and ask the higher-achieving students to research and explain how volcanologists predict eruption.

The advantage of this approach is that you tailor learning to suit current needs and therefore students are able to succeed and achieve the outcomes more easily. This can boost student confidence. However, when using this approach, it is easy to make judgements about student ability that keep them somewhat ‘fixed’. To avoid this, aim to only use this approach when there is a specific concept or skill that requires concentrated input. Monitor achievement closely and ensure that you are providing tasks that always contain some stretch for students regardless of their current ability. Alternatively, you could frequently provide open-ended tasks that will allow you to differentiate by outcome too.

ENABLING INDEPENDENT LEARNING

Engaging students so that they know the ‘big picture’ purpose of the lesson, the main activities and why they have been chosen encourages students to take more responsibility for their part in the learning process. Independent learning is further supported by:

1. arriving at a clear, shared understanding of what success looks like (that is, the ‘success criteria’)
2. understanding the steps needed to achieve this success.

Having clear success criteria and steps to success will develop students’ confidence to ‘have a go’. This understanding also helps students work with each other more effectively and makes them less reliant on the teacher.

Teaching approaches for enabling independent learning

1. Communicating learning objectives

- Use student-friendly language to describe the learning objectives for the lesson, for example, *Today, we are learning to...* Younger students should be familiarised with the idea of a WALT (**We Are Learning To**), which you can refer to throughout the lesson to remind students of its purpose.
- Ask students to predict the learning objectives for this lesson based on what they have learned in previous lessons. For example: *What do you think we should be learning today given what we did last lesson?*
- Once you have established the objectives of the lesson, ask students to complete the following sentences (this can be done verbally or in written form, but it has to be short and lively).

This lesson will be successful if:

- *the teacher...* (for example: explains clearly, gives us time to think)
- *all the students...* (for example: listen to each other, can discuss our ideas)
- *I...* (for example: contribute my ideas, ask good questions).
- Ask students to show red, amber or green cards following a traffic-light system to communicate how well they are meeting the objectives.
- At the end of the lesson, invite students to look back at the objectives to see in what ways and to what extent they have been achieved. You can do this by asking each student to fill out an ‘exit slip’ (a small piece of paper to capture their view on whether they met the objectives).

2. Developing shared understanding of success criteria

- Use student-friendly language to describe the success criteria, for example, *What I am looking for today is...* Younger students should be familiarised with the idea of a WILF (**What I am Looking For**).
- Encourage your students to come up with their own ideas for what success should look like once you have described the learning objectives. Ask them: *What do you think all of us should be able to do by the end of today’s lesson?*

- Standardise your use of certain verbs in your lesson outcomes so that these become familiar to students, for example:

You will be able to:

- **remember** the fact that...
 - **explain** to someone else how to...
 - **create** a...
 - **evaluate** (or judge or assess) how to...
- Make sure learning outcomes are very specific. For example: *You will be able to produce a paragraph of descriptive writing.*

3. Establishing class norms

- Involve students in the process of creating and agreeing behavioural standards.
- Express expected standards in positive language, for example, 'be on time' rather than 'don't be late'.

4. 'Three before me'

- When working in groups, encourage your students to ask three classmates a clarifying question before they turn to you for information.

5. Peer evaluation

Peer review is a powerful learning technique that needs to be supported by clear criteria. In other words, students need to know what 'good', 'excellent' and 'poor' performances look like. You can communicate these criteria in different ways for different ages of students and incorporate the following techniques.

- At early stages of introducing peer evaluation, create peer-assessment pairs so that students can assess each other's work in a comfortable environment.
- Return marked tests and encourage students to work in pairs to check their partner's grades.
- In preparation for a test, give students a mark scheme and a set of anonymous work (of varying quality) and ask them to work in pairs to mark it.

6. Encouraging a 'have a go!' attitude

- Model thinking through a difficult question or problem.
- Explain that very successful people make – and learn from – mistakes.
- Publicly reward effort by students who try hard to solve or tackle a difficult task regardless of whether or not they reach the correct answer.

EFFECTIVE QUESTIONING

Asking good questions that *lead to thinking* is one of the most important techniques that iPrimary teachers can use. There are many types of questions and these can either be open (e.g. *What do you think about this picture/idea/story?*) or closed (e.g. *What is 2 + 2?* or *What does the word 'metaphor' mean?*). It is important to have a balance of both and to ask the type of question that suits your purpose.

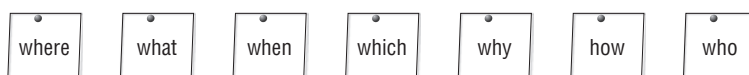
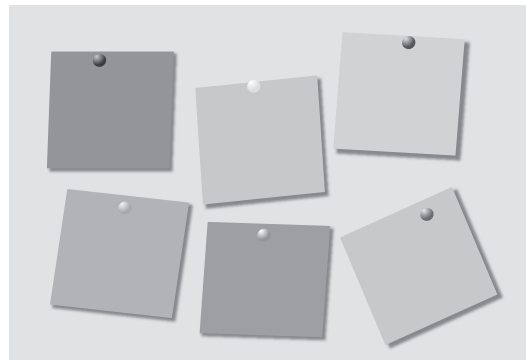
Examples of questions with different purposes

Question purpose	Examples
Make predictions	<i>What do you think might happen next?</i> <i>How many more of x might be needed if y happened...?</i>
Analyse	<i>What is the connection between... and...?</i> <i>What are the most important facts/issues here?</i>
Assess understanding	<i>What are the big ideas for this lesson?</i> <i>What have you tried so far?</i>
Think divergently	<i>Who can add to that idea?</i> <i>What might be another way to tackle this problem?</i>
Identify problems	<i>Can someone repeat those instructions in their own words?</i>
Clarify thinking	<i>What are your next steps?</i>
Reflect on learning	<i>How would you explain this to a friend?</i>
Make guesses	<i>What might have happened if...?</i>
Compare	<i>How is x similar/different to y?</i>
Probe for deeper thinking	<i>What is another way of looking at this or solving this problem?</i>
Redirect focus	<i>How does this discussion on x relate to the problem with y?</i>
Ascertain interest	<i>How does this relate to your experiences outside the classroom?</i>
Demonstrate curiosity	<i>What further questions would you like to answer about this?</i>
Assess prior knowledge	<i>How does this relate to what you've done before?</i>
Assess progress	<i>Where are you confident and where do you need further support?</i>

Tips for effective questioning in the classroom

- Discourage 'hands up' and tell the class that you expect everyone to be prepared to answer.
- Use PPP ('pose, pause, pounce'):
 - **P**ose the question to the whole group.
 - **P**ause to allow all students to think of (or discuss) the answer.
 - **P**ounce by naming a student to provide an answer.
- Ask students to explain the reasons for their answers. Spread the questions around the class so that all can participate. Encourage all to join in – in a regulated manner – for example: *Ivan, can you give an example of what Mohammad means?*

- Encourage student questioning. For example, provide an 'answer' such as the number 12. Then ask students to come up with questions for which only the number 12 could be the answer.
- Create a question wall and invite students to capture their questions throughout the activity or day or week. Address the questions at regular intervals in front of the whole class. Questions can be anonymous if necessary (which can encourage 'having a go' attitudes).
- Introduce a topic and invite students to think of as many questions about the topic as they can. Working in small groups, get the students to ask their classmates the questions.
- Ask higher-order questions, which encourage students to go beyond basic information, for example: *Which of these ideas/answers is the strongest? Why do you think that? What if we add this new information? Does that change your view/answer?*
- Have a series of question cards. Plain pieces of card with key question words written on one side, like *what*, *when*, *where*, *which*, *who*, *why* and *how*. Have students shuffle these and choose a card a random, then come up with a question using this prompt word.



Watch out for...

- Do not make the assumption that if hands go up everyone understands the question or knows the answer. Sometimes putting hands up is a habit rather than a real show of understanding.
- If lots of hands go up too quickly this may mean the questions are too easy.

TEACHER TALK

As an iPrimary teacher you will probably find that you spend less time giving long explanations to the whole class and more time engaging with students directly. However, the way you present information, for how long and the language you use remains very important.

Tips for effective teacher talk

- As you plan a lesson involving presenting new content or class discussion, plan several questions that require an elaborated response from students, such as those that begin with 'why' or 'how'.
- As you engage students in the lesson, pause often to ask questions that require more than a single-word response.
- Value some silence.
- Give students thinking time to absorb what you have said and do not answer your own questions.
- As students share their ideas, ask others to elaborate or respond to their peers' ideas. Continue the discussion by probing student responses to foster more in-depth thought.
- Encourage students to ask any questions when they are halfway through your presentation.
- Ask students to predict what might come next in your presentation.
- Avoid speaking for too long without engaging students in a task for them to process the information.
- Frequently check for understanding by asking questions that assess students' understanding and progress.

Teaching approaches for teacher talk in the classroom

1. Write-pair-share

This is similar to the think-pair-share technique. Here, students write a response to a question or prompt, then share with a partner. During lessons in which delivering new content is most appropriate, pause every five to ten minutes to allow students two minutes to consolidate their notes and/or share their summary with a partner. You may also provide opportunities for students to engage in short, one to two minute writing exercises that then lead to class discussion.

2. Brainstorm before presenting new content

Arrange for students to work in a small group to create a list of ideas on a given topic. This can be used to activate prior knowledge or to summarise concepts and make connections. Students can also engage in some peer evaluation by placing different coloured stickers next to ideas in other groups' lists that they either find interesting or that they'd like to challenge. This will mean they are highly engaged when you carry out your presentation.

Watch out for...

- The same students giving you correct answers as you present new content and assuming that this means the whole class has secure understanding.
- Overlong (uninterrupted) presentations of new content: aim to keep these to a maximum of ten minutes (usually shorter).
- You doing more work in processing ideas than your students. They should be (generally) talking more than you in most lessons.

COLLABORATIVE ACTIVITIES

Research shows that *structured* group work can lead to very high-quality learning. The best-quality group work requires each member of the group to take genuine responsibility for the successful outcomes of the task. The iPrimary curriculum gives you plenty of opportunities to incorporate this kind of collaborative work. This will enable students to work together well, learn from each other and work on a problem together to arrive at a solution.

Teaching approaches for collaborative activities

1. Assigning group roles

- Present some new content and then divide the class into small groups to carry out a task that will deepen their understanding of the new content or enable them to apply their understanding. Groups should have no more than four members. Assign each member a role, for example:
 - group chair/leader
 - spokesperson (who reports back to the whole class)
 - scribe (who writes down the main ideas)
 - ‘fact checker’ or ‘quality controller’ (who has to make sure that the ideas are accurate or to ensure the best-quality responses).
- Assign group members different responsibilities during a discussion task, where they have to take on the role of the:
 - critical thinker
 - positive thinker
 - person who has to think of all the things that could go/be wrong
 - neutral person who sees all sides of the discussion.

2. Jigsaw grouping

The jigsaw approach is a cooperative learning strategy in which each member of a group is assigned a portion of a task to complete. Students then work within their small group to piece together the individual pieces into one coherent task.

Here are some tips for using this approach.

- Plan an activity, such as reading and reviewing a story, that can be split into smaller chunks.
- Create student groups and assign each group one part of the task.
- Direct students to complete their part, then to talk with their peers who had the same task. This allows students to dig deeper into their part of the task.
- Then create new student groups in which each group has a student that completed each part of the task.
- Allow all students to share their ideas or their understanding from their part of the original task so that the whole group has a complete picture of the whole task.

3. Using a gallery walk

A gallery walk is an activity in which students rotate to various stations around the classroom, completing tasks at each station. A gallery walk can also be used to showcase work completed by other students, giving an opportunity for students to learn from their peers.

Here are some tips for using this approach.

- As you plan a lesson, create several 'station' ideas. For example: students answer a question, students read and discuss a document, students respond to some quotations, etc.
- Place each station's materials in a designated spot in the classroom and place flip chart paper and marker pens at each station.
- To start, create student groups and assign each group one station.
- Provide an appropriate amount of time for students to complete the task at their station (five to seven minutes is generally acceptable but adjust as needed). Ask students to complete the task and write their ideas onto the flip chart paper.
- When the time is up, ask students to rotate to the next station to complete the next task.
- Continue the process of providing time at each station before having students rotate to the next station until groups are at their original station.
- Provide time for students to review the responses on their original station's flip chart paper to summarise the main ideas.
- Allow each small group to share out the responses on their flip chart paper in a whole-class discussion.

4. Hot seating/ask the expert

- First, you act as the expert and ask students to work in pairs or small groups to come up with as many questions as they can. You might be a famous inventor, scientist, mathematician or historical figure. Students then take it in turns to ask you questions.
- Then encourage a group of students to act as the expert panel (consisting of scientists, inventors, etc.), while other students create and ask questions. Rotate the expert-panel group so that all students get to be experts as well as questioners.

5. Developing positive relationships between students

- Small-group tasks: set each small group a challenge and reward their ways of working together as well as the outcome of the task.
- Peer marking of quick quizzes: encourage students to swap their quiz papers and to mark each other's work (with you providing answers from the front).
- Reward collaborative behaviour: give a weekly prize for the group or pair of students that have worked in the most collaborative and constructive way that week.

TEACHER DEMONSTRATION

As an iPrimary teacher you will be modelling learning behaviours for your students. You will also have lots of opportunities to demonstrate ways of thinking, problem solving and structuring tasks that will be especially useful for students.

Teaching approaches for teacher demonstration

1. Modelling behaviour

- Create a positive and supportive emotional environment in your classroom. This will increase student confidence and allow more students to take risks in their thinking and problem solving too. Model respectful behaviour, do not allow belittling and reward or acknowledge thoughtful behaviour.
- Be curious rather than critical when responding to students and model this using appropriate language. For example: *I am curious about why you chose to... Can you tell me a bit more about why you have focused on x rather than y?*
- Use polite and respectful language, even when you are reprimanding a student.

2. Think alouds

A 'think aloud' is when a teacher talks the class through his or her thought process when solving a problem or engaging in an activity. Students rarely get a chance to see a teacher struggle with a problem, but sharing these experiences can be a very powerful technique for students to witness. You should aim to model internal dialogue, self-questioning, decision making, false starts and self-corrections to show students what problem solving looks like.

You might ask aloud questions such as:

- *What are some of the ways I can begin?*
- *What might be the benefits of these different ways to approach this problem?*
- *What do I already know that might help me?*

Students will benefit from this approach in the following ways.

- They will make connections between their own and an expert's experiences with material.
- They will begin to understand that mistakes are a normal part of trying something new and will learn how to self-monitor and make corrections.
- Listening to students thinking aloud can provide you with useful formative assessment data.

3. Teacher-led demonstrations

- These allow you to demonstrate model answers to the class and to show your working out as you go. Try to include various ways of approaching the problem or task and demonstrate how to tackle each.
- Use video clips of demonstrations and invite students to comment during intervals by asking focused questions, such as: *What do you think he or she will do next? Is this the only way it could be done?*

4. Student-centred demonstrations

- Involve students in demonstrations by asking them to work in pairs to show how to structure an approach to an answer.
- As students develop confidence, encourage them to 'act like the teacher' and carry out a demonstration at the front of the class.



DEVELOPING THINKING SKILLS

As an iPrimary teacher, you will know that developing thinking skills – especially critical and creative thinking – are very important for students to do well in examinations. Metacognition (that is, thinking about thinking) is also essential for students and will enable them to make a smooth transition to secondary school as well as improve their lifelong learning skills.

Enabling students to develop thinking skills

1. Critical thinking skills

The following table outlines some of the main critical thinking skills and the accompanying command verbs and task instructions that you can use to structure tasks and develop these skills.

Critical thinking skills	Command verbs	Example task instructions
Analyse	Compare; Explain Calculate; Estimate Conclude; Outline Plan; Organise Summarise; Classify	<ul style="list-style-type: none"> Compare the items in this list and sort them into three categories (most important, important, least important).
Evaluate	Judge; Measure Predict; Select Justify; Persuade Conclude	<ul style="list-style-type: none"> Judge the order of this list by giving arguments for and against each point.
Creative thinking	Design; Compose Imagine; Adapt Develop; Propose Invent	<ul style="list-style-type: none"> Propose changes to the list and decide how you would improve it.

2. Concept mapping

Concept or mind mapping is a small or large group activity that is separated into two parts.

1. Students generate as many ideas as possible around a question, topic, idea or problem. At this stage, the focus is on generating ideas, not on judging the ideas.
2. Students organise the ideas into common categories or concepts.

To support students in this process you could model one example before asking students to go through the same process in a small group.

Then ask students to share their concept maps in a 'gallery' by displaying maps on the classroom wall and conduct a gallery walk where all students review each other's work.

3. Metacognition

You can encourage students to think about their own thinking by prompting them to ask themselves questions before, during and after lessons, and also in preparation for tests. For example:

Before the lesson

- What do you already know about this topic?
- What do you think I am asking you to do in this assignment/task?

- How are you going to actively monitor your learning in this lesson?
- What questions do you already have about this topic that you want to answer?
- What resources do you need to complete this task?
- Have you done something like this before? If so, how can you use what you learned then to do better this time?

During the lesson

- What questions are coming up?
- How are you determining which information is important?
- What strategies have you tried, and which are working well/not working well?
- What is challenging to you, and how can you address these challenges?
- How are the learning supports helping you?

After the lesson

- What was the lesson about?
- What did you learn that was new or that challenged what you already knew?
- How did today's lesson relate to prior lessons?
- What are your strengths and weaknesses with respect to this lesson?
- How did you use the resources that were available to you?
- If you were to do this activity/task again, what would you do differently?
- What worked well/did not work well for you?

In preparation for tests

- How will you prepare for the upcoming test or quiz? Why have you chosen that approach?
- What resources are available to you and how will you use them?
- How does your strategy compare to the strategies of three of your peers?
- What are your main areas of weakness/strength? How should you use that information to plan your study time?
- Based on your prior assessments, what advice would you give yourself for preparing for the next test or quiz?
- What are the big ideas from the unit or chapter?
- How do you feel before a test or quiz? What will you do to ensure that you are calm before the test or quiz?

REFLECTION ON LEARNING

As an iPrimary teacher you will regularly reflect on your students' learning and progress and use this information to make adjustments to your lessons. In addition, you will encourage strong learning habits in your students that will stand them in very good stead for examinations and lifelong learning.

Teaching approaches for reflecting on learning

1. Developing a growth mindset among students

- Create a classroom culture in which students are encouraged to see their own ability as 'expandable' and not 'fixed'.
- Praise effort as well as outcomes and be specific, explaining what was good about the way students went about the task.
- Give examples of brilliant people who have persisted before succeeding, which will inspire students to achieve more. For example: Nikola Tesla (who invented an earlier version of the electric motor used in electric cars today) and Thomas Edison (who patented the first commercially viable light bulbs).
- Praise the success of the task rather than directly praising the student. For example, say: *The way you planned that project was very impressive because...* NOT *You are very clever.*
- Use questions to encourage your students to think about their own thinking.

2. Providing reflection points during learning

- Traffic-lights: ask students to rate their level of understanding or rate of progress by showing red, green or amber cards. Students can place the cards on their tables as they work so that you can monitor and intervene with groups or individuals as needed.
- Mini-whiteboards: at key points during an activity, invite students to share an answer or make a statement about their progress on whiteboards and to hold them up for you to see. Note which students to follow up with based on their answers as some may need stretching further and others may need support.
- TYP (Turn To Your Partner): Ask students to turn to their partner and discuss a 'progress' question. After five minutes, ask for feedback on what went well so far (WWW – **W**hat **W**ent **W**ell) and what could be even better (EBI – **E**ven **B**etter **I**f). Summarise points and provide support to the whole class or individuals/groups as necessary.

3. Providing reflection points at the end of a task

- Give students the opportunity to mark their own work before they hand it to you.
- Ask students to reflect on why they think they achieved the score they did and ask them to create their own improvement points.
- Conduct plenaries that allow students to share reflections on their own learning, for example, one thing they are proud of and one skill they would like to strengthen. There are fun ways of conducting plenaries, including using a ball of string to pass between students as they make statements about their learning that connect to each other.

FEEDBACK (IN BOTH DIRECTIONS)

Specific, actionable feedback improves learning. Feedback can be written or oral. Giving students immediate spoken feedback is a powerful technique, leading to improved achievement. You should plan lessons carefully to provide opportunities for you to engage with individual students.

Teaching approaches for incorporating feedback into the classroom

1. Teacher-to-student feedback

- Implement a 'medals and missions' system in your classroom.
 - 'Medals' tell the learner they have done well. These can be anything considered a reward, for example, stickers, praise, extra playtime, etc.
 - 'Missions' are individual targets that help the student focus on what they need to do to improve their work. Each new mission is an opportunity for you to adjust your students' learning.
 - Checklists, prompts and marking frameworks will be useful aids for tracking medals and mission feedback.
- Three stars and a wish: speak with students one on one to give five minutes of verbal feedback containing three positive things to say about a task and one thing that they could improve on for next time. Speak with everyone over the course of a few lessons.
- Personalise written feedback when possible. For example: *You have done x well; I am impressed with the way you did x because...; For your next piece of work try y...*
- Show how to invite and welcome feedback – even if it is not all positive. Share examples of constructive feedback you have received and how this has helped you develop. Demonstrate a feedback conversation with some students showing growth points and targeted praise. You could also show an ineffective conversation (too critical or vague and no actionable points) and good feedback with growth points as well as praise.

2. Student-to-student feedback

- Conduct gallery walks where students write constructive comments about and ask questions of displayed work by other students.
- Provide assessment criteria and invite students to mark their own and their partner's homework, then to compare their assessment with yours.
- Return marked tests and encourage students to check their partner's grades.

3. Student-to-teacher feedback

- Provide exit cards (pieces of paper or card) that students complete with thoughts about the lesson, their current level of understanding and what they need more help with. This provides you with feedback to help plan subsequent lessons.
- Students complete an evaluation of a unit of lessons, including the learning activities. This is not intended for students to rate you as the teacher but it can provide useful information about activities that students enjoyed and helped them make good progress.

Watch out for...

- Avoid feedback that makes students defensive as this shuts down their learning. Ensure feedback is outcome-based (focused on an aspect of behaviour in completing the task) rather than ego-based (focused on the student themselves).
- Avoid over-praising students with vague positive feedback. This can lead to them seeking personal approval rather than constructive strategies to improve their work.

Teaching in English

SPEAKING AND LISTENING: PLANNING AND ORGANISING ACTIVITIES

Planning for a range of speaking and listening activities ensures all students develop their abilities. Some activities may develop into writing tasks but talking as a means of explaining understanding should be valued in its own right. Planning should include opportunities for different types of talk, for example, retelling a known story, reciting a prepared poem, giving a clear explanation or explaining simple instructions. Your planning can be effectively supported by using a range of resources.

Examples of types of resources

There are three key types of resource to aid you in planning speaking and listening activities:

- Stimulus resources – these provide something to talk about. For example: an object, a toy or a photo.
- Support resources – these give structure to the discussion. For example: an egg timer to indicate how long a student should speak for.
- Goal resources – these are created by students through writing, drawing or recording their talk. For example: students could draw a picture of something that has been discussed.

The following table provides several examples of each type of resource:

Stimulus resources	Support resources	Goal resources
Photographs	Speaking frame	Chart
Stories, poems	Egg timer	List
Video	Clue cards	Picture
Artefacts	Rota	Recording
Drama	Pretend microphone	Graph

Teaching approaches for organising speaking and listening activities

1. Using a stimulus resource

- Introduce a stimulus to the class and model giving clear explanations about it, such as how the object is used, its significant features and why you have chosen it.
- Give students the opportunity to practise their own presentation on a chosen stimulus and provide several different audiences to practise their talk, for example, the class, the teacher, a partner.

2. Giving structure to discussions

- For any discussion, try to choose a topic that will interest your students. For example, how much homework should be given to students or whether parents should restrict students' screen time.
- When organising students into groups try to mix them according to their fluency in English. Ensure less confident speakers are encouraged to speak up and advise more fluent speakers to listen carefully to their peers.

- Create and agree rules for any discussion to help provide structure. For example: *Everyone should join in. Don't all talk at once. Listen to each other. Help each other if someone is stuck for a word.* These could be made into a poster and displayed in the classroom as a useful reminder to students.
- Use your support resource to provide structure to the discussion. For example, clue cards could be used to remind students of useful vocabulary for the talk, or a speaking frame could provide students with a structure for their discussions.
- To provide a fun way of structuring a discussion, put students into pairs and ask them to 'interview' one another with a pretend microphone. For example, after activities familiarising students with the names of animals, the students could pretend to be at a zoo or in the countryside and the interviewer could ask: *What animals will we see here?* The student interviewee could reply: *Some monkeys live in these trees. In the long grass live some snakes. In the river you might see a turtle.*

3. Providing opportunities for students to create goal resources

- After students have used support resources to structure a discussion, they can use those same language structures to complete a writing task. For example, after introducing vocabulary on the theme of food products, task students with writing a shopping list of their favourite foods.
- To encourage writing, pair students who have a similar level of English. One student tells a simple account of an activity or journey and the other student records it in a diagram/map. For example, a student might say: *I went by car to the sea. We parked near a tree.* The partner can draw the car, the sea and the tree.
- After learning vocabulary related to colours or size, ask students to complete a graph or diagram based on the most popular colour chosen by their peers. Students ask each other questions such as, *What is your favourite colour?* Then record the tally for each colour and create a bar chart to represent the class choices.

Something for you to try

1. Before the lesson

- Write some sentence starters to structure students' discussions. For example: *I think that... I think this because... I agree with... when she says... I disagree with... when he says... To sum up I think...* This will be a speaking frame for students to follow.

2. During the lesson

- Provide students with specific praise about their ideas, language, listening and fluency. For example: *I like the way you listened to Lanying's argument and answered her points. I like how you used the new vocabulary you have learned.*
- Record students' discussions, then play them back. Ask students to assess if they spoke clearly and accurately and if they avoided interrupting others when they were speaking.

SPEAKING AND LISTENING: DEVELOPING VOCABULARY

The easiest way for students to acquire new vocabulary in English is for them to experience the words in meaningful contexts – rather than as a list of words to learn – so they can relate the word to their understanding in their first language. Oral language supports the learning of new words because it includes intonation, body language and shared physical surroundings. These factors aid learning and help students to fix the words in their memories.

The benefits of different approaches for developing vocabulary

New vocabulary can be acquired by various means, each of which has its own advantages.

- Explaining the meaning of words – a dictionary definition of a word can be difficult to link with the real world. Teacher explanation can provide a ‘friendly’ definition linked to students’ own experience or home language, which is more easily retained by students.
- Using books to introduce new vocabulary – by learning new vocabulary in the context of a story or other text students can relate words to already known vocabulary. The repetition of language patterns and the use of illustrations also help to support memory.
- Listening to audio books – audio books provide students with an excellent example of the pronunciation of words in the enjoyable context of a story. This immersion in the language aids students’ comprehension and retention of new vocabulary and develops their listening skills.

Teaching approaches for developing vocabulary

1. Explaining the meaning of words

- Introduce new vocabulary to students by relating these words to your personal experience. This provides useful context which helps students in their understanding. For example, when teaching the word ‘angry’ relate this word to something that makes you angry, such as: *I feel angry if I lose an important possession, such as my car keys*. Ask students what makes them angry and encourage them to structure their answers using the word ‘angry’. For example: *I feel angry when I make a mistake in my work*.
- Ask students to work with a partner. Encourage discussion by giving them a number of different situations to consider. For example: *If you lose a sports match, do you feel happy or angry?* Ask students to discuss in pairs what their reaction would be and ask them to share with the whole class. For example: *If I lose a sports match I feel angry*.
- Provide further opportunities to relate new words to personal experience by writing several emotion words on the board, such as ‘angry’, ‘happy’ and ‘sad’. Give students different scenarios, for example, going to visit family or a younger sibling breaking one of their toys. Ask them to point at the word that matches their emotion.
- After introducing a range of thematically linked words, give students opportunities to associate their new words with other words and phrases. For example: *If I stamp my foot, am I showing anger or happiness? If I smile, am I happy or sad?*
- Introduce a points system in your classroom. Make a vocabulary chart that includes a number of ‘new words of the week’ and all the students’ names. If a student voluntarily uses one of the new words in English they win a point on the class vocabulary chart. Either write that word next to the student’s name, or, if the student is confident about spelling the word, they can write it on the chart. Encourage all students to use the words and get them written next to their names.

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2. Using books to introduce new vocabulary

- Before reading a book to a group, turn the pages to show any illustrations. Say each new item of vocabulary clearly and ask the students to repeat it. Point at the illustration and ask the students to name the object in their first language.

- Read the text aloud several times with a different purpose. On the first read, point at each new word as you read it to focus students' attention. On the second read, pause before the new word and prompt the students to say it. Encouraging students to reproduce the vocabulary will help it to stick in their memories.
- After using a book to introduce new vocabulary, ask the students questions that include the new words. For example, if the vocabulary consists of food items, ask questions such as: *Who likes to eat rice? Who likes to eat vegetables?* Write each noun on the board as you say it.
- Give students a worksheet with illustrations from a text they've been studying and a list of the new words. Ask students to write the correct word next to each picture. Put students into pairs and ask them to use their completed worksheets to create sentences to say to their partner. For example: *I like to eat rice but I don't like to eat mangoes. I like some vegetables but I don't like to eat pumpkin.*

3. Listening to audio books

- When listening to an audio book as a class, where possible, give students headphones so that the language is heard without distraction.
- Provide each student with a copy of the text to follow while they listen to the audio book. Seeing the words while they are listening to the story will help students associate the sound of the word with how it looks on the page.
- If you cannot acquire an audio version of books you have in your classroom, consider making audio recordings yourself. There are plenty of apps which will enable you to record your voice onto a smartphone or tablet.

SPEAKING AND LISTENING: USING STORIES TO DEVELOP LANGUAGE

Speaking and listening are central to students' acquisition of English. Students need frequent opportunities to listen to spoken English in order to internalise its sounds and language patterns. A very effective way of doing this is to regularly read aloud to the whole class. (If you prefer, you might like to use an audio book of the story.) The same story should be read to the students many times so that they tune in to the words and hear the intonation of how the words are spoken.


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Teaching approaches for using stories to develop language

1. Choose stories with a repeated refrain

Read aloud a simple story with a repeated refrain to the class many times until the story becomes familiar to students. When you feel they are ready, gradually encourage the students to join in with the repeated refrain. For example: *I've run away from a little old woman, a little old man, and I can run away from you, I can!* Each time you read the story, encourage the students to join in.

2. Whole-class recitation

Encourage students to recite a story as a class by presenting the text of a story or poem to the class using a large-format book, a visualiser or by writing the text on the board. Read the text, pointing at every word as you say it. You could vary this approach slightly by presenting the text with several words missing and encourage the students to fill in the missing words, imitating your intonation and expression.

3. Choral reading

Organise a choral reading of the text by dividing the class into groups and assigning a colour to each group. Present a story or poem to the students with each line written in a different colour, then model a fluent and phrased reading of the text. Each group of students should read the lines written in 'their' colour. Encourage them to read fluently.

Watch out for...

- Students who cannot keep up with the rest of the group.
- Students reading with poor or incorrect intonation.

Something for you to try

When carrying out a choral reading or whole-class recitation of a text, video the class reading the text and play it back to them. When reviewing the video, praise students for their delivery, focusing on aspects such as fluency, intonation and expression.

SPEAKING AND LISTENING: ACQUIRING TRANSACTIONAL LANGUAGE

A good way to develop students' grasp of English is to role-play familiar scenarios that are relevant to their lives. This allows students to use their knowledge of their first language to give a context to their spoken English. All of these approaches will be enhanced if the teacher models a good example prior to asking the students to re-enact the scenarios.

Teaching approaches for acquiring transactional language

1. Role-playing familiar experiences

- Choose an experience that will be familiar to students, for example, a conversation between a shopkeeper and a customer, and demonstrate the roles, preferably with the help of a colleague. Check that students are familiar with the vocabulary and sentence structures. Go over the role-play situation several times to give students maximum practice of the necessary vocabulary.
- Students work with a partner to recreate the conversation themselves. Encourage them to use the vocabulary they learned through the demonstration.

2. Using a stimulus

- Students bring in a familiar photograph or artefact to stimulate discussion, for example, a photograph of themselves with their family.
- Write on the board some useful sentence starters or key words to use, to help structure a discussion and practise these with the whole class. For example:

This is a photo of my family.

This is my _____. His name is _____.

Next to my father is _____. Her name is _____.

This is my _____ and my _____. Their names are _____ and _____.

- Once students have practised the language they can work with a partner and take turns to introduce their photograph or artefact to each other.

3. News time – speaking in sentences

- Give students a model to follow by sharing your news with them. Write the following question words on the board: 'When?', 'Who?' and 'What?'. Point at each question word in turn and demonstrate which part of the sentence accompanies which question word, for example: When? (*On Saturday*) Who? (*my friends and I*) What? (*went shopping*).
- Provide a list of useful phrases to draw on when sharing news. You can use the phrases in the following table or come up with ideas of your own. Ask students to work with a partner to practise their own news sentences.

Useful phrases for sharing news		
When	Who	What
On Monday	I	played cricket
Last week	all my family	went to a festival
In the holidays	my younger sister	learned how to skip

Tips to extend students' use of transactional language

- Once students are comfortable with role-playing, make the situations more challenging, such as phone conversations in pairs. One situation could involve the first student describing what they did at the weekend and the second student asking questions for more information. For example:

Student 1: *We went to see my auntie.*

Student 2: *Where does she live?*

Student 1: *She lives in _____. She has two children.*

Student 2: *How old are the children?*

- When a pair of students is able to make six conversation exchanges each, tell them to work with a new partner and tell that person what they learned from their first partner. For example:

I was talking to _____. Last weekend she went to see her auntie. Her auntie lives in _____. She has two children. The children are aged ____ and ____.

- Encourage students to concentrate on the way they are delivering the role-play, such as speaking with expression and using rising intonation to indicate a question.
- To make using a stimulus more challenging to students, ask them to swap their stimulus with a partner and to describe their partner's stimulus. For example, if their partner's stimulus is a photograph, the student could say:

This is _____ with his family.

This is his _____. Her name is ____.

- To extend students' competence in transactional language, make the sentences longer by adding two further question words: 'Where?' and 'Why?' Demonstrate how to construct a sentence that answers all five question words, for example:

Last week, my friend and I watched a basketball game in the sports centre because her sister was in the team.

Something for you to try

When demonstrating a role-play to students, try videoing yourself and a colleague acting out the roles. This will bring flexibility to the demonstration and allow you to stop and start the video as you please to answer questions or give further explanations.

SPEAKING AND LISTENING: ROLE-PLAY

Role-play supports language acquisition as students are engaged as active knowers and doers, rather than passive learners. It provides realistic situations that require real-life problem solving using language. Role-play enables students to closely relate their first-language knowledge with their English-language learning. It develops their confidence in language use and it encourages cooperation and interaction.

Tips to introduce role-play in the classroom

- Think of a scenario that will be familiar to your students. For example, visiting a health clinic, buying food in a shop or eating in a cafe. Introduce key vocabulary that will be useful for students in the role-play. For example, if it is in a shop, use vocabulary such as: 'shop assistant', 'customer', 'price', 'how much?', 'please' and 'thank you'.
- Arrange the classroom to reflect the scene. For example, when creating a cafe scenario, have students sitting around a table, or, if taking place at the doctor's clinic, arrange students in rows. Write the name of the scene on the board or alternatively, make a sign: The Clinic/The Food Shop/The Cafe.
- Ask more confident students to take on specific key roles. For example, the receptionist in the clinic, the shop assistant or a waiter in the cafe.
- To extend the language opportunities for students to practise you should also take on a role in the role-play. This will allow you to model good questions and answers, which students can copy. For example, in the cafe: *Please may I sit here? What are you going to order? or Have you looked at the menu?* Questions like these can be asked of each student in turn enabling the less-confident speakers to copy other students' answers.
- On subsequent occasions in the same role-play scenario, you can introduce a different range of questions and answers. For example, you might play the role of a disgruntled customer who complains about the food.
- Having a selection of props will help students focus on the imagined scenario. These can either be elaborate or very simple, for example, a piece of paper to represent a menu or a shopping receipt.

Examples of role-play scenarios that lend themselves to writing tasks

When students are able to use the language of the role-play confidently, you can introduce a writing task that draws on the same oral language they have been practising. Use the ideas given in the following table or your own ideas.

Role-play scenario	Possible writing opportunity
Health clinic	A four-sentence report on what happens in a health clinic. For example: <i>The health clinic is where doctors and nurses work. If you are ill, you can go and see a doctor. The doctor will tell you what is wrong with you. Then she will give you some medicine.</i>
Food shop	A five-sentence recount on a trip to the shop. For example: <i>On Saturday, we went to the shop to buy some food. We bought fruit and vegetables. We put the food in a basket. We paid at the till. After that, we walked home.</i>
Cafe	A three-sentence advert for the cafe. For example: <i>Come along to our cafe! We serve hot drinks and tasty cakes. Meet your friends and enjoy a snack.</i>

SPEAKING AND LISTENING: DEBATING

A debate is a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team. It is an excellent activity for language learning because it engages students and provides a real purpose for speaking clearly. It also gives students practice in persuasive speech, which can be linked to persuasive writing. As students learn the techniques of debating, they gain confidence in expressing opinions and disagreeing with peers politely. A debate follows a patterned structure, which can be very helpful for students acquiring a new language.

Enabling students to carry out a debate

- Introduce a topic for the class to debate that is relevant to their lives. For example: *We believe that homework should be banned*. Assist the class in forming arguments for and against the topic. You should support students by writing on the board the key vocabulary that they will need to refer to.
- Before the debate starts, give students the opportunity to practise the arguments for and against. Use the following table to prepare students for the structure of the debate and the language structures that should be used. Divide students into two teams.

Structure of a debate	Language structure
1. All students vote for or against the topic and the results are tallied. Students are divided into two teams depending on their vote.	
2. A student in favour of the topic speaks first. His/her role is to set out Team 1's first argument.	<i>We believe that...</i>
3. A student speaking against the topic speaks next. His/Her role is to set out Team 2's first argument.	<i>Our main reason for believing this is...</i> <i>Therefore...</i> <i>Let me give an example...</i>
4. A second student in favour of the topic speaks next. His/her role is to set out Team 1's second argument.	<i>We also believe that...</i>
5. A second student against the topic speaks next. His/her role is to set out Team 2's second argument.	<i>Our main reason for believing this is...</i> <i>Therefore...</i> <i>Let me give an example...</i>
6. The students in favour of the topic (Team 1) now refute the other side's arguments.	<i>The other team said that... but...</i>
7. The students against the topic (Team 2) now refute the other side's arguments.	<i>That may be true but...</i> <i>I disagree because...</i> <i>To sum up...</i>
All students vote again to see how many have been persuaded to change their minds on the topic.	



READING: READING ALOUD TO STUDENTS

Reading aloud to students for 10 minutes every day can make a significant difference to their language acquisition.

The benefits of reading aloud to students

- When students hear texts read to them they are able to tune in to the speech patterns and intonations of the English language. You are providing a model of fluent reading that students can imitate. They can learn many things from your example, including where to place the stress in a word, how intonation carries meaning (for example, using a rising inflection to indicate a question) and how to pronounce polysyllabic words.
- When students read aloud to you they are often so preoccupied with their pronunciation that this can distract them from concentrating on the meaning of the word. Also, if you frequently have to intervene to correct a student's pronunciation, this can interrupt the flow of comprehension. But when students are listening to you reading, they can simultaneously be thinking about the meaning of the text without any distractions.
- Hearing texts read aloud is a great way to immerse students in the grammar of English. Students will absorb the structures of the language and familiarise themselves with the conventions of English sentence construction. For example: syntactic word order, the use of the definite and indefinite articles and the patterns of regular and irregular plurals.

Tips to help you when reading aloud to students

- Create a routine. Set a regular time for reading aloud each day so that students know what to expect in the session: you will be reading and they will be listening and understanding.
- Sit in an unobscured space at the front of the classroom so that all the children can see you and can watch your mouth as you enunciate the words.
- Don't move around as you read because this can be distracting for students.
- Aim to give as dramatic a reading as possible as this will hold your students' attention most effectively. Use different voices for different characters. Convey surprise, fear and joy through your voice.
- Read quite slowly, pronouncing each word carefully. The pace should not be so slow that normal intonation is affected but neither should it be so quick that students cannot hear where the word boundaries are. For example, separate each word so that students do not hear 'running over the hill' as 'runnin gover the hill'.
- If a sentence is descriptive, reiterate the key words of the sentence before starting the next sentence. For example, if the sentence is: *Then the old man picked up his car keys and walked to the street where he had parked his car*, go over the main nouns to ensure students have understood them – *man... car keys... car*.
- If you are reading from a book with pictures, after you have read the sentences on a page, hold up the illustration to show the students. You could also reinforce specific vocabulary by pointing at key nouns. For example: *Here is the man getting into his car.*
- Choose texts that will appeal to your students. Because you are responsible for the reading, you can choose texts that are beyond the independent reading ability of some students in the class but will engage everyone's interests and enthusiasm.
- With younger students, re-read the same book for several days in a row so that they become familiar with whole phrases of English. Repetition of a text improves students' vocabulary as well as developing their sequencing and memory skills. When you re-read a text, you can slightly increase the pace of reading, making it closer to the pace of spoken language.

- When you have read a text twice to the class, re-read some sentences from the text and ask your students to say them with you. Encourage them to copy the same intonation and expression that you used when reading the story.
- It is recommended that questions about the story are only asked after multiple readings. If questions are asked at the first reading of the text, many students will lose the thread of the plot. Reserve questions for when students are secure with the sequence of events.

Examples of questions to develop comprehension

Reading aloud to students will not only widen their vocabulary but it will also increase their comprehension of English because they are hearing the words in the context of a meaningful story. The following table provides examples of questions that you can pose to students after multiple readings of a text to develop their comprehension of the story.

Question type	Example
Knowledge (accurate recall)	<i>Who lived in the house by the river?</i>
Comprehension (understanding of information)	<i>Was the old man happy or sad?</i>
Application (use of information)	<i>Would you like to live by the river?</i>
Analysis (taking information apart)	<i>Have you ever been frightened like the old man was?</i>
Synthesis (putting information together in a new way)	<i>What might have happened if the old man had stayed in the house?</i>
Evaluation (critical judgement)	<i>If you could be a character in the story, who would you be?</i>

Something for you to try

After multiple re-readings of a text, invite the students to join you in a re-telling of the story. The students all respond together, for example:

Teacher: *A long time ago there was...*

Students: *a wise man*

Teacher: *who had three sons. The first son was very...*

Students: *proud.*

Teacher: *The second son was...*

Students: *very greedy.*

Teacher: *But the third son was...*

Students: *very kind.*

READING: SHARED READING

Shared reading employs an apprenticeship model (that is, learning by observing experts) because the teacher shares a text with the whole class and is explicit in demonstrating all reading behaviours. These include: matching one-to-one between spoken word and written word, moving from left to right along the line of print and swinging back to the left side margin to begin reading a new line. Shared reading differs from reading aloud to students as the text is displayed to the class either using large books or an electronic whiteboard. The teacher models fluent, expressive reading to the students while pointing at the words so that students see a word at the same time as hearing it spoken aloud.

The chosen text should be an example of quality writing that will engage the interest of all students. The text level may be above the independent reading ability of many in the class but with teacher mediation and multiple readings, students will be able to engage with the subject matter and the language.

The benefits of shared reading

- It allows teacher modelling of effective reading strategies. For example, the teacher can point out the relationship between letters and sounds in a word: 'van' = *v / a / n*. Or the teacher can show how a polysyllabic word can be broken down into its syllables for decoding: *jump / ing*.
- The teacher can point out text features, such as punctuation or capital letters. Seeing these text characteristics in context will help students to remember how they are used.
- Students will become more fluent as they are given the opportunity to imitate the expressive reading the teacher has demonstrated.
- Shared reading is very effective in classes where students are of different abilities. This is because the teacher is doing the reading, so no student is excluded from the activity; even beginner language learners can participate and more confident readers support weaker readers in their comprehension of the text.
- It emphasises to students that reading is about making sense of the printed word. It puts comprehension at the heart of reading.

Teaching approaches for shared reading

- Separate the readings into two. The initial reading should be uninterrupted, animated and engaging. You are aiming to convey as much meaning as you can through your voice. For example, if a character in the text says 'No!', shake your head to reinforce the words 'no' or 'not'. If the character is sad, you can slightly slow the pace of reading and have a sad expression on your face. On the second reading to the class, you can interrupt the reading to explain any words you think the students will not know and that are not illustrated nouns. For example: adjectives, such as 'tiny', or adverbs, such as 'fast'.
- Introduce the unfamiliar vocabulary *before* reading the text. You could write these words on the board and give students a simple definition of the word linked to the context of the story. For example, if the word 'play' is in the text: *He liked to play the drums*, talk about 'playing a musical instrument' not playing with a toy. Ask the whole class to say the words on the board as you point to them. Then, ask each student to turn to a partner and repeat the word to them. As you read the whole text to the class, ask students to put up their hands when they hear one of the words you prepared earlier. Without interrupting the flow of your reading, you could nod to acknowledge that they have put up their hands at the right place, and point at the word on the board.
- When re-reading a text after a first fluent read demonstrated by you, point to an unfamiliar word and invite students to suggest how you could work out what it is. Encourage students to suggest strategies, such as breaking the word into its individual sounds, for example, 'hill' = *h / i / ll*.
- Alternatively, you could point to a word you are confident that students will know and ask them to help you to decode it. Praise their use of good reading strategies.

- Occasionally, make a deliberate mistake. For example, read: *The children went us the hill*. Stop at the end of the sentence and look puzzled. Say: *It doesn't make sense to say 'us the hill'. I need to read that sentence again, to see where I went wrong and to make sure that what I read makes sense*. Correct yourself and read *up the hill*.

Tips to help you lead a shared reading session

- Each session should be short and focused (about 15 minutes).
- Ensure all students can see the text.
- Make a clear pause at each full stop.
- Use a pointer to follow the left-to-right direction of print. This can be made from anything long and thin, such as a straw or a pen. Using a pointer will ensure that your arm does not block the rest of the text or the illustration.
- If a noun in the text is part of the illustration, move your pointer from the word to the illustration and then back to the word to ensure students understand that the two are connected.

Something for you to try

- After you have read a text with the class at least twice, lead the class in a choral reading of the text, encouraging them to pay attention to pronunciation and to the correct stress in a word. For example, stress is on the first syllable in words like 'students' and on the second syllable in words like 'away'. Ensure students obey the punctuation marks.
- Ask some literal comprehension questions about a text you have read with the class. To help students, open the text at the pages where the answer to your question can be found. Invite students to come and point at the words in the text that answer your question and to answer in a full sentence. For example, you might ask: *Where did the boys play football?* The student could answer: *The boys played football in the park.*

READING: GUIDED READING

Shared reading is a strategy for developing reading skills when the teacher is working with the whole class. By contrast, in guided reading, the teacher targets the needs of a particular group with a similar reading ability. The purpose of guided reading is to assist students to engage with a text and to support them in their use of reading strategies.

The following table shows a comparison between shared and guided reading strategies.

	Shared reading	Guided reading
Number of participants	Whole class – all abilities	Teacher works with a small group of 5–6 students of similar ability
Text level	Rich and challenging; may be above the reading ability of some students in the class	Students' instructional level i.e. 90–94 per cent accuracy (students make only one uncorrected error in every 10–20 words)
Learning opportunities	Teacher demonstrates using reading strategies and leads the students' response to the text	Students' decoding skills and comprehension skills are assessed as the teacher guides them to respond to texts and to take part in discussions

The benefits of guided reading

The advantage of guided reading over students listening to the teacher read is that the teacher has more time to support the class in the following ways:

- introducing the book
- anticipating any difficult vocabulary and correcting errors
- discussing strategies for decoding with students and reflecting upon the story.

Students also benefit from sharing strategies, ideas and responses with their peers.

Tips to organise a lesson involving guided reading

- Group 5–6 students of similar reading ability. They should sit in a circle around a table.
- Select a text at the appropriate reading level for the group. Aim for the text to represent a 'manageable challenge' for the students. This means they have to explicitly use their range of reading strategies and the teacher can prompt and praise accordingly.
- Each student needs to have a copy of the text. The text should be unfamiliar to the group so that prediction skills can be used effectively, and the teacher can gain insights into the strategies used by students as they strive to work out unknown words. The text should be relevant and interesting to the group.

Something for you to try

Guided reading is a structured activity and the exact structure of each session will depend on the reading ability of the group. The table on the next page contains an outline of two guided reading teaching sequences to be used with your students: one for beginner readers and another for more fluent readers.

Guided reading teaching sequence for beginner readers	Guided reading teaching sequence for more fluent readers
Before reading	
<ul style="list-style-type: none"> Identify the teaching objective by explaining the main purpose of the session, for example, recognising high-frequency words or obeying punctuation. Establish the text type with students. Identify if the text is fiction, non-fiction or poetry, and discuss identifying features of the text type. Make links to students' existing knowledge and experience by inviting students to say a few words about the theme of the text. This could be in their first language. Familiarise students with the content of the text by turning over the pages and invite students to do the same. As you briefly look at each page, use the language of the text to describe what is going on. For example: <i>The lion is sitting by the tree.</i> 	<ul style="list-style-type: none"> Identify the teaching objective by explaining the main purpose of the session, for example, reading with good intonation. Establish the text type with students. Identify if the text is fiction, non-fiction or poetry, and discuss identifying features of the text type. Make links to students' existing knowledge and experience by inviting students to say a few words in English about the theme of the text. Introduce the text by reading the blurb aloud and pointing out any unfamiliar text-specific vocabulary, for example, 'volcano' or 'earthquake'.
During reading	
<ul style="list-style-type: none"> Students simultaneously read aloud quietly at their own pace. Set a limited number of pages to be read, for example, 2 or 4 pages, to ensure the group keeps together. Move around the group and listen to individual students as they read aloud to assess how accurately and fluently each student is reading. 	<ul style="list-style-type: none"> Students simultaneously read aloud quietly at their own pace. Set a limited number of pages to be read, for example, 2 or 4 pages, to ensure the group keeps together. If some students finish more quickly, challenge them to find and point at a particular word in the sentences they have just read. Assist students that are stuck on a particular word. Encourage students to use good decoding strategies, for example, breaking words into their separate sounds or syllables, re-reading from the beginning of the sentence or reading then going back to see what word would make sense in the sentence.
After reading	
<ul style="list-style-type: none"> Revisit any problem vocabulary by saying each word and ask students to repeat it. Ensure they understand the meaning of the word. Ask comprehension questions to assess how well students have understood what they have read. For example: <ul style="list-style-type: none"> Questions that check the accuracy of decoding: <i>What does the word... mean?</i> Questions that check students' comprehension of the text: <i>Who are the characters in this story? What is this text about? Was... kind in the story? How can you tell... is sorry?</i> Evaluative questions which require students to draw on personal experience: <i>Would you like to be on television? What would you do if you found some money?</i> 	<ul style="list-style-type: none"> Revisit any problem vocabulary by saying each word and asking students to repeat it. Ensure they understand the meaning of the word. Ask comprehension questions to assess how well students have understood what they have read. For example: <ul style="list-style-type: none"> Questions that check the accuracy of decoding: <i>How is this word pronounced?</i> Questions that check students' comprehension of the text: <i>Which words show that... is cross? How did... feel when...? What might... do next?</i> Evaluative questions which require students to draw on personal experience: <i>Has anything like this ever happened to you? Which character do you like best? Why?</i>

READING: INDEPENDENT READING STRATEGIES

Successful independent reading requires students to learn to use various reading strategies, including:

- whole-word recognition (using context)
- phonics awareness (using knowledge of grammar).

Students will need to be specifically taught how to use each strategy and then guided to use a combination of them as they read and write.

Writing:
grammar
p. 52




Enabling students to develop independent reading strategies

1. Whole-word recognition (using context)

The research of McNally and Murray¹ showed that 100 English words make up approximately 50 per cent of all the words we read. These words are shown in the following table, which should be read from the top left-hand corner and along each row to show an approximate order of frequency. Recognition of these words has an important place in the teaching of reading, however, they are often difficult for students to remember as very few of the words are nouns, therefore they cannot be illustrated.

a	and	he	I	in	is	it	of	that	the
to	was	all	as	at	be	but	are	for	had
have	him	his	not	on	one	said	so	they	we
with	you	about	an	back	been	before	big	by	call
came	can	come	could	did	do	down	first	from	get
go	has	her	here	if	into	just	like	little	look
made	make	me	more	much	must	my	no	new	now
off	old	only	or	our	other	out	over	right	see
she	some	their	them	then	there	this	two	when	up
want	well	went	were	what	where	which	who	will	your

As learning these 100 words in isolation is very difficult, a good place to start is by teaching them in the context of a sentence so that students will begin to recognise the words and also understand the syntactic role of the words in sentences.

- Devise sentences that combine the words and use icons to represent the nouns. For example: *Here is a big . This is our new . I like to play .*
- To provide extra support, work with students in groups using different sentences written on strips of card. Start by reading the sentences to the group, pointing at each word as you do so, then ask students to read the sentences with you and lastly pass the sentences round the group for each student to say them in turn. Challenge a student to point at a particular word in a sentence and to say it.
- Vary this activity by writing identical sentences onto two strips of card and cutting one of the sentences into individual words. Give one student in the group the cut-up sentence and ask them to match it with the whole sentence. Then remove the whole sentence and ask another student to recreate the sentence from the individual words, saying each word as they put it in place. Continue with the other members of the group until all students are confident at reading the whole sentence and the individual words.

¹J. McNally and W. Murray, *Key Words to Literacy and the Teaching of Reading: a Basic Word List for Developing Early Reading and Writing Skills*, London: Schoolmaster Publishing, 1968.

- As a follow-up task to ensure students have assimilated the words from the sentences, give each student a small whiteboard. Dictate the high-frequency words from the sentence one by one and challenge the students to write the words from memory.

2. Phonics awareness (using knowledge of grammar)

The relationship between the sounds of the English language and the letters which represent those sounds is complex, particularly when considering vowels. However, there are some patterns in the English language that are phonically consistent and common to many words. The following table contains both consonant-vowel-consonant (CVC) and consonant-consonant-vowel-consonant (CCVC) phonic patterns with 'short' vowel sounds, including digraphs, i.e. two letters which combine to make one sound (for example, *ch-*, *sh-*, *-ck* and *-ll*).

Pattern	CVC words to teach	CCVC words to teach
-ad	bad, dad, had, mad, pad, sad	glad
-ag	bag, rag, sag, wag	drag, flag, stag
-ack	back, lack, pack, rack, sack, tack	black, crack, slack, smack, snack, stack, track
-an	ban, can, fan, man, pan, ran, tan, van	plan
-ap	cap, gap, lap, map, nap, rap, tap	clap, flap, slap, snap, trap
-at	bat, cat, chat, fat, hat, mat, pat, rat, sat	flat, spat
-ed	bed, fed, led, red, shed, wed	bled
-eg	beg, leg, peg	
-ell	bell, fell, hell, sell, tell, well, yell	smell, spell, swell
-en	den, hen, men, pen, ten	
-et	bet, get, jet, let, met, pet, set, vet, wet	
-id	bid, did, hid, lid, rid	grid, skid, slid
-ig	big, dig, fig, pig, wig	
-ick	chick, lick, nick, pick, sick, tick, wick	brick, click, flick, prick, slick, stick, trick
-ill	bill, chill, fill, hill, mill, pill, sill, till, will	drill, frill, grill, skill, spill, still, swill
-in	bin, chin, din, fin, pin, sin, tin, win	grin, skin, spin
-ip	chip, dip, hip, lip, nip, ship, sip, tip,	clip, flip, grip, skip, slip, snip, trip
-it	bit, fit, hit, lit, pit, sit	grit, slit, spit
-od	cod, nod, pod, rod,	plod, prod, trod
-og	bog, cog, dog, fog, hog, jog, log	blog, flog
-op	chop, hop, mop, pop, shop, top	drop, flop, plop, prop, stop
-ot	cot, dot, got, hot, lot, not, pot, rot, shot	spot, trot
-ug	bug, dug, hug, rug	plug, slug
-uck	chuck, buck, duck, luck, suck, tuck	pluck, stuck
-un	bun, fun, gun, nun, pun, run, sun	stun
-ut	but, cut, gut, hut, nut, rut	

- Start by teaching the CVC words, ensuring students can hear the three sounds in each word, for example, 'bad' (b / a / d) and 'hill' (h / i / ll). Tell the students the meaning of the word they are going to learn and put each word in a sentence to assist with their understanding of the word. For example: *I had a new book*. Sound out the word 'had' (h / a / d) and then write it on the board, saying each sound as you write it. Wipe the board and ask students to tell you the sounds in the word. Write the sounds as they say them. Wipe the board and challenge students to write the word on their individual whiteboards. They should hold up their boards for you to assess their work.
- When students are secure with the CVC words, move on to teach the CCVC words.

WRITING: SHARED WRITING

Shared writing is the joint construction of a text by teacher and students in which the teacher demonstrates how the writing task is achieved by writing the actual text on the board for all the students to see. At the same time, the teacher talks about the decisions a writer makes, such as what word to use, how to spell it or whether it needs a capital letter. In this way, the skills of composition are taught *at the point of* writing. The purpose of shared writing is to anticipate any difficulties students might have with the task. It teaches the skills of writing first as opposed to waiting until students have completed a writing task and correcting any errors retrospectively through marking.

The benefits of shared writing

- Students acquire a good model of what each genre of writing should look like.
- When students eventually write independently, they are already familiar with the content of the writing, so they can concentrate on the other elements of writing such as grammar, cohesion, vocabulary and spelling.

Examples of shared writing techniques

- Teacher ‘think alouds’: the teacher shares the thoughts and decisions a writer must make as they construct a text. This text then becomes a model on which students can base their own writing.
- Teacher scribing: the teacher takes responsibility for the transcriptional aspects of writing, thereby allowing students to concentrate on the writing without being restricted by technical concerns such as selecting the best vocabulary, getting the verb tenses correct and spelling the words.

Something for you to try

Provided below is an outline of a shared writing teaching sequence that can be used with your students.

1. Explain the purpose, form and audience for the writing. For example, tell the class they are going to be writing a retelling of a well-known story (purpose) as a narrative (form) to read aloud to another class (audience).
2. With the help of the class, create a plan with key words under each heading.

Structure	Key words	Dialogue
Beginning	Once upon a time	
	Little old woman	
	Bakes a gingerbread boy	
	Doesn't want to be eaten	
	Runs away	
Middle	Meets some farmers	'I've run away from a little old woman, a little old man, and I can run away from you, I can!'
	Meets a cow	Repeats, 'I've run away from etc.'
	Meets a goose	Repeats, 'I've run away from etc.'
End	Meets a fox	Repeats, 'I've run away from etc.'
	Fox eats gingerbread boy	'Oh dear! I'm a quarter gone!' 'Oh, I'm half gone!' 'I'm three-quarters gone!' 'I'm all gone!'

3. Next, use the plan to create your shared writing script.

Think aloud	Teacher scribes
How do we want to start our traditional tale?	<i>Once upon a time</i>
Who are the first characters in our story? What do they do?	<i>A little old woman baked a gingerbread boy.</i>
What happens when the gingerbread boy is cooked?	<i>When the gingerbread boy was cooked, the woman opened the oven door and the gingerbread boy jumped out.</i>
What did he do?	<i>He began to run away as fast as he could.</i>

4. Continue until the story is finished. This will take several writing sessions.
5. After you have written each sentence, ask students to re-read what you have written before starting to write the next sentence. Point at the words you have written as they read them with you. Check students' pronunciation and intonation.
6. When scribing for the class, talk about features of the writing. For example:
- *This is a new sentence so I'm using a capital letter.*
 - *That is the end of a sentence so I'm putting a full stop.*
 - *Someone is speaking, so I'm using speech marks.*
7. Occasionally, pause before writing a word on the board. Ask the class: *The next word is 'time'. What sound can you hear at the beginning of the word 'time'?* Students should work with their partner and write the letter 't' on their individual whiteboards. They should hold up their whiteboards for you to assess how each pair has done.
8. If you come to a word you have recently taught the students how to spell, for example, 'jumped', challenge students to work with their partner and to spell the word on their individual whiteboards. They should hold up their whiteboards, for you to assess how each pair has done.
9. Frequently re-read what you have already written to keep the flow of continuity and sense clear in your students' minds.
10. When you have finished your shared writing, ask students to write the story independently. Allow them to refer to your plan to assist them but do not encourage copying from your script.

WRITING: SCAFFOLDING WRITING

Writing requires a combination of six interrelated elements: composition, text structure, vocabulary, grammar, punctuation and spelling. By providing scaffolds before and during writing activities, teachers can support one, two or even three of the elements and allow students to complete the task effectively by concentrating on the others. This helps students move from dependent to independent learning.

Examples of types of scaffolds

There are three key types of scaffolds:

- composition scaffolds – provide help with ideas of what to write about
- structure scaffolds – give structure and an organisational framework to the writing
- language scaffolds – help to pre-teach vocabulary that can be used in the writing.

The following table provides several examples of each type of scaffold.

Composition	Structure	Language
Books – fiction & non-fiction	Graphic structure (skeletons)	Vocabulary cards
Video	Writing frame	Writing frame
Props	Story map	Sentence patterns
Sequence of pictures	Sequencing sentences	Cloze passages
Paired writing	Completed examples	Writing mats – synonyms

Teaching approaches for scaffolding writing

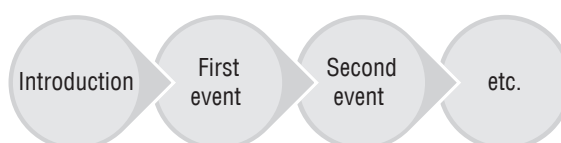
1. Using a scaffold to support composition

- Base a task on a text you previously read aloud to the class. For example, if you have read a story together called 'The Little Yellow Chick', you could ask students to write a story called 'The Little Brown Duck', which should be a close version of the original story.
- Watch a short clip from a children's film. As a class, list the main sequence of events from the clip. For example: *Javed is tidying up his toys. He chooses a toy to take to a friend's house. He looks at his old favourite toy, a soft bear, but then chooses his new toy, a rocket ship.* Ask the class to write the events based on your sequenced list.
- Show students an object, for example, a key. Ask the class: *Who might own the key? What might the key open? What could be inside?* Write students' suggestions on the board, then ask them to write a short text about finding the key.

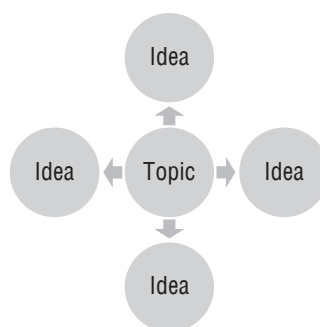
2. Using a scaffold to support structure

Each non-fiction writing genre has its own structure. Ensure students know the correct structure before they begin to write using visual aids such as those outlined here if possible.

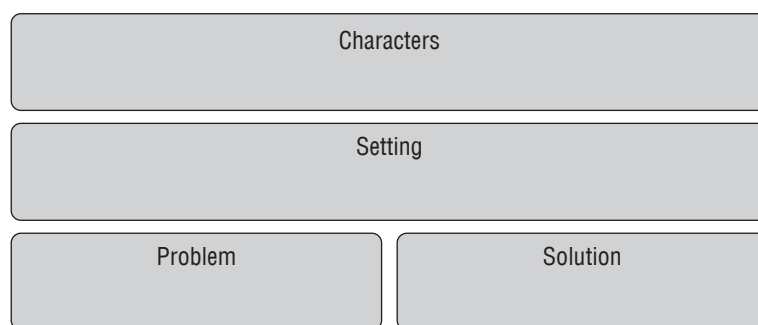
- **Recount text:** this starts with an introduction that explains 'who', 'what', 'when' and 'where', and then events are told in time sequence:



- **Report:** this describes things as they are and resembles a spider diagram in structure with categories that link to the topic:



- **Story map:** this helps students to organise their ideas for writing and provides a visual reminder of the sequence of events in a plot. This supports continuity and variety in writing. A map can contain different levels of categories, such as beginning, middle and end for a simple map, or, for a more comprehensive story map, characters, setting, problem and solution. Before students write independently, show how the events of a story can be represented on a map.



3. Using a scaffold to support language

- After a discussion during which key vocabulary has been shared, pair up students for a writing task. Set a limited target, for example, write four sentences explaining how to repair a puncture in a bicycle tyre.
- Before students write independently, provide a passage on the topic with some key words missing. Students work in pairs to agree on the missing words. This encourages students to read for meaning and to be aware of the importance of syntax. For example, a sentence describing action in the past will need a past tense verb.
- Provide written or printed writing mats. The mats should be A4 in size, laminated and given to pairs of students to refer to. The mats can focus on whatever skill you feel the students need help with. For example, a mat could have near synonyms: 'smile', 'laugh', 'giggle'. Or it could have irregular past tense verbs: 'tell'/'told', 'go'/'went', 'see'/'saw', 'run'/'ran'.

WRITING: GRAMMAR FOR WRITING

Grammar has its own terminology and students need to become familiar with grammatical terms such as 'nouns', 'adjectives', 'verbs', etc. For students to use grammar effectively, learning needs to go beyond simple rote learning. The iPrimary curriculum sets out a clear progression in students' understanding of grammar, from using determiners, adjectives and nouns to create simple sentences through to writing compound and complex sentences using a range of conjunctions and adverbial phrases.

The benefits of teaching grammar for writing

- The purpose of teaching grammar is to help students' writing become more lucid and precise. Errors in grammar are a barrier to communication. When writing, we have to be explicit in a way that may not be necessary when speaking. It's possible to say, 'that one, there' and for a listener to understand your meaning as you point at an object. In writing, we have to be explicit as we cannot see our audience and we have to anticipate any details they will require in order to understand what we have written.
- Grammar teaching will be more effective if it takes place in meaningful contexts and written texts provide engaging contexts for students. Practising isolated grammar exercises where students cannot see the purpose of the task makes grammar very dull and harder for students to acquire.
- Good writing uses the sentence construction, vocabulary and language of books, not of speech, so it makes sense to teach grammar linked to reading. Authors provide us with the best models of good writing. Grammar teaching should unpick these examples of quality writing for students to emulate.

Teaching approaches to link grammar and writing

1. Using texts as models

- After sharing a text with the class, select sentences from the text that contain grammatical features for the students to practise. Write on the board the opening words from these sentences, then ask students to recall how the author concluded the sentences. Write the endings on the board, then orally rehearse the full sentences with the class. In pairs, ask students to say each sentence to their partner and listen to each pair for correct pronunciation and expression. Wipe the board clean and ask students to recall and write the whole sentences.
- After sharing a text with the class, identify examples of the particular grammatical feature you would like students to focus on, such as powerful verbs or the use of adverbs. Write the sentences on the board and underline the grammatical feature, using the correct terminology to make the teaching explicit. Demonstrate how to create a cloze model of the example, then ask students to work in pairs to create their own version. Give students individual whiteboards for them to write their answers on and ask them to hold them up for you to assess how well they have completed the task.
- After shared reading, select sentences from the text that illustrate subject/verb agreement. For example: *The girl has a red kite. The boys have blue kites.* Point out the singular/plural agreement between subject and verb. Then write a cloze model of the sentence, leaving gaps for the students to fill: *The girl ____ a green book. The boys ____ yellow books.* Finally ask pairs of students to create two sentences with singular and plural nouns and verbs.

2. Investigating sentence patterns in language

- Some features of English grammar may differ from students' first language, such as the difference in word order between statements and questions and the use of determiners. Only by hearing how these elements of language work together will students tune in to the grammar of English. To help students understand how an English sentence fits together, practise expanding a sentence. You should start by saying, for example: *The monkey climbed the tree.* Then challenge a student to add to your sentence, for example: *The clever monkey climbed the tree.* That student should challenge another student to add to the sentence. For example: *The clever monkey climbed the tall tree.* Go around the class with each student adding to the sentence in turn.

3. Playing word games

- Word games are an excellent way for students to become familiar with English grammar. By presenting the grammatical features in a game format, students are motivated and engaged with their learning. For example, try playing word tennis as a class. Start by establishing a grammar category such as 'adjectives' or 'nouns' and take it in turns in the class to 'bat' words back and forth to each other, without repeating any words. For example, *I bat 'tall' at you, you bat 'creepy' back*, and so on. A group version of this can be played with a bean bag or a ball thrown around from person to person in a group – whichever student catches the ball has to say an appropriate word.
- Another game to engage students as a class is to see who can change the sound of a sentence the most by changing one element of it. For example, take 'adverbs' as the chosen element and give students the following sentence: *The boy quietly walked into the room*. The next student could change this to: *The boy boldly walked...* *The boy swiftly walked...* and so on around the class. This can be gamified further by challenging students to come up with as many alternatives as they can in a minute.

4. Applying punctuation

- Punctuation is the servant of grammar and grammar is the servant of writing. Punctuation and grammar should be taught alongside each other and teachers should be explicit about the links. The iPrimary curriculum sets out the sequence for teaching each aspect of punctuation, but students will need revision in all the skills year on year. When reading aloud to the class, particularly in shared reading when students can see the text, ensure that you communicate the punctuation through pausing and using different voices for different speakers.
- Write some statements on the board. For example: *I like to eat fish and rice. I have a brother and two sisters. I like to play basketball*. Ask students to work with a partner and to write questions on an individual whiteboard that could be answered by the statements. For example: *What do you like to eat? Do you have any brothers or sisters? What is your favourite sport?* Talk about the sentence punctuation and encourage students to ask their questions with a rising inflection.

WRITING: ENGLISH SPELLING

Learning to spell the English language is a challenge for most students. Unlike some languages, which have a close correlation between the number of letters and sounds in the alphabet, English has 26 letters in its alphabet and 44 distinct speech sounds. This results in some unlikely combinations of letters to spell words.

English spelling also reflects English grammar. For example, the present or past progressive tense is created by doubling a consonant after a short vowel and a single consonant, such as: *run / running*.

Enabling students to learn spelling

Spelling should be taught systematically and in a hierarchy, starting with the easiest patterns and building up to more irregular words. Students aged 5–12 should be taught to spell the most commonly used 200 words, which are shown in the following table. These words will support their reading and enable them to write accurately in English. Words that have a close letter/sound correspondence should be taught phonically (P), that is, they should be segmented into their separate phonemes and then the sounds blended smoothly to pronounce the word. Irregular words should be taught using visualising techniques (V), that is, students should study the words and memorise the sequence of letters. They should practise writing the words from memory, without copying.

200 key words for spelling at iPrimary level														
1		2		3		4		5		6		7		8
am	P	get	P	from	P	little	P	again	P	slowly	P	afraid	P	family
at	P	got	P	just	P	play	P	every	P	wait	P	everything	P	morning
if	P	had	P	like	P	think	P	getting	P	children	P	those	P	until
in	P	him	P	made	P	time	P	high	P	friend	V	yesterday	P	another
it	P	not	P	must	P	told	P	home	P	gone	V	around	V	beautiful
on	P	yes	P	now	P	too	P	night	P	house	V	because	V	build
up	P	back	P	take	P	having	P	quick	P	knew	V	believe	V	busy
and	P	down	P	very	P	much	P	which	P	last	V	caught	V	carried
big	P	how	P	across	P	next	P	wish	P	near	V	everyone	V	hoping
but	P	help	P	away	P	right	P	fast	V	tried	V	great	V	laughed
can	P	them	P	best	P	thing	P	our	V	walk	V	heard	V	many
did	P	then	P	came	P	when	P	talk	V	where	V	huge	V	meant
as	V	this	P	didn't	P	can't	V	were	V	would	V	later	V	minutes
do	V	went	P	gave	P	come	V	who	V	about	V	nothing	V	once
go	V	will	P	that	P	could	V	why	V	after	V	only	V	someone
he	V	with	P	all	V	don't	V	always	V	before	V	opened	V	something
is	V	has	V	are	V	look	V	any	V	began	V	people	V	sometimes
me	V	her	V	give	V	one	V	asked	V	catch	V	really	V	started
my	V	his	V	going	V	said	V	coming	V	does	V	school	V	sure
no	V	put	V	good	V	some	V	found	V	eat	V	shouted	V	through
of	V	the	V	have	V	there	V	know	V	first	V	somebody	V	used
so	V	saw	V	here	V	they	V	lived	V	other	V	stopped	V	using
to	V	see	V	new	V	want	V	never	V	their	V	thought	V	world
us	V	was	V	out	V	what	V	over	V	won't	V	turned	V	writing
we	V	you	V	she	V	your	V	took	V	year	V	under	V	young

Teaching approaches for spelling

1. Teach words in groups

- After teaching the class a key word, link it with other words that following a similar pattern. For example, after teaching the word 'can' link it with: 'fan', 'man', 'pan', 'ran'. Or, after teaching the word 'play', link it with: 'day', 'hay', 'lay', 'may', 'pay', 'ray', 'say', 'way', 'pray', 'stay', 'tray'.
- Group words according to the sound of the medial long vowel. For example, when teaching words with the 'ou' phoneme sounding 'ow', teach similar sounding words together: 'loud', 'cloud', 'proud', 'ground', 'found', 'pound', 'round', 'sound', 'count', 'shout', 'mouth', 'south', 'bounce', 'house', 'mouse'. Then, in a later session, teach the words where the 'ou' phoneme makes a short vowel 'u' sound, for example: 'country', 'double', 'trouble', 'young', 'cousin', 'touch'.

2. Link the teaching of spelling with the teaching of grammar

- Reliable rules for spelling do not really apply to the English language but there are generalisations that can be made (often with many exceptions!). Teaching spelling in conjunction with grammar (morphology), so students associate the look of the word with its meaning, can help them to remember both skills.

3. Teach the most consistent of English spelling generalisations

For example, when adding vowel suffixes:

- drop the '-e' before adding '-ing': 'love' / 'loving'
- double the consonant of words with one syllable, a short vowel and a single consonant: 'shop' / 'shopping'
- change 'y' into 'i' before adding '-es': 'baby' / 'babies'.

Something for you to try

- To make the learning of spelling more fun for students, incorporate it into popular games such as noughts and crosses. Ask students to get into pairs and give each player a different list of words to practise. Students draw a noughts and crosses grid, then decide who will be noughts and who will be crosses. Player 1 reads a word from Player 2's list and challenges them to spell the word, writing it down from memory. If they spell it correctly, they can either put a nought or a cross in the grid. Then Player 2 reads a word from Player 1's list and play continues until one student has three noughts or crosses in a row.
- Teach students a useful sequence for practising the spellings they are learning using the following grid:

Look	Say	Copy	Study	Cover	Say	Write	Check

Give each student a list of words to learn. They should **look** at the first word on their list and **say** the word. Then they should **copy** it accurately and **study** it closely either by sounding out the phonemes in a phonically regular word, for example, 'from', 'them', 'went', or by rote-learning the sequence of letters while saying the letter names. Next, students **cover** the word and **say** it aloud. Then they should **write** the word (without copying) and finally **check** that they have spelled it correctly.

iPrimary assessment

Through the iPrimary curriculum, and your teaching strategies and learning activities, your students will develop the ability to do well in tests. They will be able to:

- make connections between ideas
- transfer their learning from one context to another
- use the same skill in different contexts.

The iPrimary curriculum is designed to develop learning skills and requires your students to become adaptable learners. It encourages students to acquire a 'growth mindset', which helps students to see ability as something they can develop themselves. Students are also encouraged to grow in resilience and perseverance, which helps them in test and examination conditions as they are much less likely to be daunted or to give up when a question looks difficult on first reading. They will be well prepared to break down questions into logical parts and to 'have a go' at producing an answer.

FORMATIVE ASSESSMENT

As teachers, we make assessments every day about what students know, understand and can do in every class we teach. When we use this information to identify the next steps in learning for students' and to modify teaching and learning activities, this is formative assessment or 'assessment *for* learning'.

This involves a new kind of dialogue between teachers and students. We know from our own experience that learning is driven by what both teachers *and* learners do in the classroom.

Formative assessment (or assessment for learning) asks three key questions.

1. Where is the student going?

Formative assessment involves creating, clarifying and clearly communicating learning targets and the success criteria which indicates these targets have been achieved. Through this process, teachers and students develop a common understanding about the end goal of the learning. Using clear success criteria means that the teacher, the student and even a peer can assess student work.

2. Where is the student now?

The formative assessment process seeks evidence about what students currently know and can do in relation to the learning target. Teachers gather this evidence through a variety of strategies, including questioning, observations of class discussion and review of ongoing work. The teacher reviews how students are engaging with and participating in the lesson and can adjust their teaching to effectively develop student understanding.

3. How will the student get to where they are going?

Using the information gathered about the student's current achievements and the learning target, teachers and students can make adjustments that support student achievement. Teachers adjust their ongoing teaching and learning activities and students adjust their learning behaviours and actions. The formative assessment process closes the gap between students' current learning and desired outcomes.

The benefits of formative assessment


The benefits of implementing formative assessment approaches in the classroom include:

- clear, 'actionable' feedback that helps students to improve future work and achievement
- in 'formative assessment' classrooms, students become better all-round learners and may do better in examinations

- where formative assessment is used consistently, students take more responsibility for their own learning and have good learning conversations with teachers.

Examples of formative assessment strategies

This *iPrimary Teacher's Guide* is full of ideas that will support you in creating a classroom rich with opportunities for formative assessment. For specific examples, see the pages on **Assessment in English**.

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SUMMATIVE ASSESSMENT

Summative assessment identifies what has been learned at a particular point in time for comparison against a standard. This type of assessment can also be described as 'assessment of learning'.

Summative assessment can include:

- tests or tasks that measure what a student can do in relation to a particular task at a particular time, for example iPrimary progress tests
- formal recognition of a student's progress by the teacher
- the recording of current achievement for the student, the parents and the next teacher(s), for example through end-of-year iPrimary tests
- national exams or international exams, which are externally marked.

The benefits of summative assessment

- It measures what is known at a given point, enabling the teacher to 'take stock' of students' current achievement.
- It provides students with a clear measure against expectations/standards so that they can identify their improvement priorities.
- It can give students the motivation to improve performance against a standard.

The iPrimary summative assessment programme

The iPrimary programme consists of progress tests and end-of-year tests that are linked to the iPrimary curriculum objectives. The iPrimary curriculum has been written to ensure students are prepared for their end of primary school tests, and then later have a solid foundation to begin their Lower Secondary learning from Year 7.

This means you can feel confident that as you cover the curriculum objectives you are preparing students for these tests.

1. iPrimary progress tests

iPrimary progress tests are useful ongoing tests that allow both students and teachers to measure progress against the assessment criteria.

They help the teacher to:

- see where individual students might need extra support
- assess what aspects of the curriculum might need further or deeper coverage for the whole class.

They help students to:

- gain confidence in areas where they do well
- identify areas where they need to do more work to secure their understanding
- tackle questions in a different way to achieve success.

Each year of English contains five half-termly tests. All tests directly address the relevant curriculum objectives for that year group. The order of the tests is based around the iPrimary example schemes of work, however you may choose instead to take any test at a different point in the school year for which it is designed, depending on what order you have taught the curriculum objectives in.

The tests themselves contain a range of questions designed to give students the chance to demonstrate their learning in different ways. Timings for these tests will vary between year groups and advice can be found in the marking guidance that is provided with that year's tests.

Question types may include:

- multiple-choice questions
- short, 'one word' or simple number answers
- short sentence answers
- finding the right answer from the text
- longer answers involving providing reasons for answers.

2. iPrimary end-of-year tests

The iPrimary end-of-year tests are designed to be similar in structure to external tests that students may sit at the end of Year 6 and Year 9.

These tests are longer than the progress tests and will take longer to complete. They cover a range of curriculum objectives from across that year's teaching. Guidance on timings and advice can be found in that year's marking guidance.

Like in the progress tests, there will be a range of question types. This is to prepare students for the broad range of question types they may experience in externally marked examinations.

Preparing students for summative assessment

1. General tips to prepare students

- Go through an example test so that students know what the actual test papers will look like. You might choose to look at a past year's papers, or a combination of progress tests.
- Practise test conditions in the classroom (silence, rules for asking questions if needed, etc.)
- Teach students techniques for time management when carrying out tests, for example, moving on if an answer is difficult and coming back to it at the end.
- Explain the importance of attempting all questions in the test; there are no penalties for incorrect answers, so they have nothing to lose.
- Model answers for the class and encourage students to share in this process by getting them to model answers to the whole class too.

- Students should be writing in **black** ink for externally marked assessments, not blue ink or pencil. It is advisable to encourage them to plot graphs or join boxes lightly in pencil first. Then check it and go over their final answer in black ink.
- Explain the importance of reading questions carefully.
- Reassure students not to worry when they do not know an answer but to 'have a go'.
- Explain that if they change their mind they can cross out their first answer and write the answer they want to be marked clearly.
- Discourage students from writing alternative answers. These cannot gain a mark because this student has had *two* attempts at the answer.
- Explain to students that the space provided for an answer on the test paper gives a clue as to what type of answer is needed. For example, if the space provided is a short line or a box, only a few words are needed. For a space consisting of two or three lines, students should write a longer answer.
- Remind students to read over their answers.

2. Revision techniques

While your regular iPrimary teaching and learning activities will give students the breadth and depth necessary to do well in exams, it is also important for students to understand the purpose and value of revision. Good revision techniques include the following.

- Asking students to prepare revision quizzes for each other.
- Asking students to 'design a game' for their classmates based on a revision topic and then playing them together.
- Students giving presentations to the class on revision topics that work for them.
- Modelling good summary note-taking practice. For example, asking students to explain an idea within a word limit of 100 words or to explain an idea in the time it takes for a lift to go up ten floors (an 'elevator pitch').
- Providing students with summary notes.

3. Setting practice tests

The iPrimary progress tests can be used as practice for students throughout the year. These are linked to the iPrimary curriculum objectives and can provide a diagnostic tool for the areas your students will need extra revision in.

When setting practice tests, remember that these should be as close as possible to the 'real' test and keep the following points in mind.

- If possible, use the same room, desk arrangement and seating plan as for the real test.
- Give students all the equipment they can expect to have for the real test. For example, for mathematics this might consist of a ruler graduated in centimetres and millimetres, pen, HB pencil, eraser and tracing paper.
- Do not allow students to have anything other than the specified equipment for the real test, and the face-down question paper, on their desk.
- Set up a clock on the wall that all students can see.

- Give students the same instructions as you will give at the beginning of the real test. For example, tell them:
 - how long they have to do the test, and the end time on the clock
 - to keep the test paper face down until they are told that they may turn it over
 - to put their name and any other required details in the spaces for these on the test paper
 - that they must keep their eyes forward and on their work
 - there is to be no talking or trying to communicate with other students
 - if they have a question, raise their hand, and a teacher will come to them
 - to read each question carefully before they start to answer it
 - to try to answer every question
 - to check answers if they have time at the end.

Begin with practice tests that are shorter than the real test. This will allow students to build up to the length of time they will be required to sit and concentrate in the real test. For example, if in the real test students will have one hour to answer approximately 40 questions, then make the first practice test 20 minutes to answer 13 questions, then 30 minutes to answer 20 questions, and so on.

4. Reviewing test results

It is important to use summative test results in a formative way. In other words, it is useful to review test results with students to improve their learning and to identify next steps. There are various things to keep in mind.

- When you mark students' practice tests, do not only comment on the correctness of an answer, but also take the opportunity to discuss their reasoning with them.
- Having completed the marking of a student's paper, write a comment at the end that provides feedback on any written work (if applicable), as well as total marks. List any concepts where you feel the student would benefit from extra practice.
- You may wish to allow older students to mark each other's practice test papers. If so, give students an easy-to-use mark sheet to complete. As well as the question numbers, the concept(s) covered, and the total marks available for each question, it should give students who are marking the opportunity to provide feedback on working, and indicate if further practice on particular concepts is required. For example:

Question number	This tests understanding of	Total marks available	Marks received	Written working shown (if applicable)		Extra practice required?	
				Yes	No	Yes	No

- Having completed the marking, work through each answer to test questions with the whole class, offering explanations and discussing reasoning as you go. Advise students to make a note of any question numbers where they still feel unsure about the question (even if they got it correct). Encourage students to discuss the question with other students, or you, as their teacher.
- Give students time at the end for going through a test to decide on the concepts they need additional practice with. Use this decision to inform the work students do as part of their revision programme.
- Make testing a positive experience! When reviewing test results, try to offer two pieces of praise for every criticism. A returned test paper full of red marks will not encourage students to continue practising.

5. Useful assessment vocabulary

It will help students if you share common assessment vocabulary and outline what responses are most suitable for each. For example:

- **describe** – capture something in as much detail as you can in your own words
- **explain** – show that you can give reasons for something and set out in clear steps how it works
- **analyse** – explain **why** something might be the way it is
- **compare** – set out the similarities and differences of two ideas or objects
- **solve** – find the answer to a problem (often in mathematics)
- **know** – use your existing knowledge about something to explain what it is.

Ensure students read all questions carefully so they are confident they understand *what* a question is actually asking them to do.

Assessment in English

WAYS OF ASSESSING IN ENGLISH (FORMATIVE ASSESSMENT)

Reading and writing effectively in English are complex skills to acquire and require a range of different types of assessment to assist each student to achieve their potential.

It is advisable to use developmental and diagnostic assessments to best prepare students for high stakes, one-off summative assessments of English in the form of end-of-year tests and external examinations. These formative assessments could include:

- giving oral and written feedback when marking students' work
- observation of students working
- using open-ended questions during guided reading
- taking a running record of oral reading – noting, through the miscues made by each student, which aspect of reading he or she is finding difficult. For example, being unable to use phonics to tackle an unfamiliar word or failing to obey punctuation.

All of these methods of assessment inform teaching and so maximise learning opportunities.

A narrow, proscriptive approach to exam preparation that consists solely of practising test papers will restrict teaching and learning opportunities and may adversely affect students' performance in the test. By incorporating techniques associated with formative and diagnostic assessment when preparing for summative assessment, students will receive the best test preparation.

PREPARING STUDENTS FOR A WRITTEN ENGLISH TEST (SUMMATIVE ASSESSMENT)

End of iPrimary phase summative tests in English generally assess the following content areas:

- reading comprehension
- grammar and punctuation
- writing (including understanding of purpose, form and audience of the writing task, and accurate use of grammar, punctuation and spelling).

Reading comprehension

These sections usually consist of two or three short passages, including a fiction and a non-fiction text. Generally, there are more marks allocated to the assessment of the fiction text. Students will be assessed on their comprehension of the text and their understanding of the writer's use of language. Typically, a higher proportion of the total marks are awarded to the testing of reading skills.

Examples of reading comprehension question types

To prepare students for answering reading comprehension questions, it would be useful to provide examples of good answers. The modelling of how to interpret a question and how to find the answer in the text should be demonstrated to students during shared reading and guided reading.

Students should also become familiar with the typical types of questions that are associated with various reading skills so that they know what to expect in the test. These are outlined in the following table.

Skills to be tested	Typical question
Identify and explain how writers use language for expressive and dramatic effect.	How does the writer make the whale seem mysterious?
Identify and explain the impact of figurative language and how it is used to create images and effects.	How does the metaphor 'the setting sun made a path across the sea' help you to picture the scene?
Demonstrate understanding of literary devices: simile, metaphor, personification, alliteration, onomatopoeia.	Find and copy a simile that describes how the boat was moving.
Demonstrate understanding of language in context of the text.	Which word is closest in meaning to...
Distinguish writers' use of formal and informal language.	The father says the meal was 'delicious'. How does the son describe the food?
Locate and retrieve information from the selected sections and from different points across the text.	What event made... change her mind?
Use skills of deduction and inference to demonstrate understanding of implicit meaning.	Why does... shake her head?
Support points of inference with evidence from the text.	Which words suggest that... does not really want to go to school?
Demonstrate understanding of how structural, presentational and organisational features are deployed in texts.	How has the writer made the argument easy for readers to follow?
Understand how writers deploy different sentence types, grammar and punctuation for particular effects.	What is the effect of the dash after the words 'she didn't think she would ever see him again'?
Identify the main purpose of the text.	Why has the writer written this passage?
Understand themes through prediction.	Why has the writer included an example of a lost child?
Distinguish between fact and opinion.	Tick to show whether each statement is a fact or an opinion.

Tips to prepare students for comprehension test questions

- Help students not to panic if they do not know anything about the subject of the text; explain that all the answers can be found in the text.
- Encourage students to tackle the question in a methodical manner, for example:
 - first, reading the passage carefully, thinking about the overall meaning
 - next, reading the questions to get an idea of which bits of the passage are most important
 - then reading the passage again using a pencil to underline words/sentences that could be answers to some questions.
- Tell students not to worry if there is a word that they do not understand – in the end they may not need to use it.

- Make sure that students are aware they should stick to the information in the text when answering questions rather than bringing their own knowledge into their answers.

Watch out for...

Students who make the following common mistakes in reading comprehension tests:

- looking for a word in the text that exactly matches a word in the question (the word in the text might be a synonym, not an exact match)
- thinking there is a 'pattern' to the ticks in a 'Tick the boxes' answer
- identifying figurative language but not commenting on its effectiveness
- not thinking about the meaning of a word *in the context* of the passage
- not recognising when a phrase is used metaphorically rather than literally, for example, 'keeping a straight face'
- failing to put something 'in their own words' when the question asks them to do so.

Grammar and punctuation

These sections focus on the language skills of grammar and punctuation and usually form part of the writing test rather than being assessed as part of a standalone section. In some tests, the grammar questions are based on the fiction text from the reading section. These skills may be focused on in practice writing leading up to examinations in order to familiarise students with the need to include correct grammatical features in all forms of writing.

Examples of grammar and punctuation question types

It is important to familiarise students with the typical types of questions that are associated with various grammar and punctuation skills so that they have an idea of what to expect in the test. The following table outlines typical questions which are associated with various grammar and punctuation skills.

Skills to be tested	Typical question
Word classes	
Nouns	Underline three nouns in the sentence below.
Adjectives (including comparative and superlative)	Which sentence uses the word 'round' as an adjective?
Verbs	Re-write the verbs to complete the sentences with the correct choice of tense.
Active and passive	Rewrite the sentence below in the active voice.
Verb phrases	Underline the two words that make the verb phrase in the sentence below.
Adverbs	Circle the adverb in the sentence below.
Conjunctions	Circle the conjunction in each sentence.
Determiners	Write 'a', 'the' or 'an' in the sentences below.
Prepositions	Which two sentences contain a preposition?
Pronouns	Replace the underlined word with the correct pronoun.
Grammatical agreement	
Subject/verb agreement	Circle the correct verb form in each underlined pair (<i>was/were</i>) to complete the sentences below.

Morphology	
Prefix	Which one prefix can be added to all three words below to make their antonyms?
Suffix	Add a suffix to the word 'fall' to complete the sentence below.
Syntax	
Complex sentences	Which underlined group of words is a subordinate clause?
Conjunctions	Complete the sentence with an appropriate subordinating conjunction.
Punctuation	
Full stop	Insert full stops and capital letters in the passage below so it is punctuated correctly.
Capital letter	Which sentence uses capital letters correctly?
Comma	Insert a pair of commas in the correct place in the sentence below.
Question mark	Tick the sentence that must end with a question mark.
Exclamation mark	Which sentence is an exclamation?
Dash	Insert a dash in the correct place in the sentence below.
Brackets	Insert a pair of brackets in the correct place in the sentence below.
Speech marks	Tick the sentence where the speech marks are used correctly.
Apostrophe • possession • contraction	Tick one box in each row to show whether the apostrophe is used for a contracted form or possession.

Tips to prepare students for grammar and punctuation test questions

- Avoid just practising isolated grammar exercises. Students need to understand *why* a particular verb form is correct or how the meaning of a sentence is changed if the punctuation is changed. Point out grammatical features during shared reading.
- When working with groups of students, ask them to read a sentence each. Talk about how they knew when to take a turn. Ask them to identify the different ways sentences can end (for example, full stop, exclamation mark, question mark).
- Draw attention to speech marks in direct speech by asking students to take the role of different characters and to read a piece of prose as a play – reading only the words within the speech marks.
- Model how to say a sentence differently if it ends with an exclamation mark or a question mark.
- When working with a group of students, ask one student to find an example of a particular grammatical feature. Then ask another student to say something about that grammatical feature.
For example: *It is a proper noun and it starts with a capital letter. It is a conjunction that joins the two parts of the sentence.*
- Use hand actions and sound effects to draw attention to punctuation.
For example: *A punch forward in the air could signify a full stop.*

Writing tests

These sections usually consist of a single writing task. Students will be assessed on their ability to write a text in a particular genre (for example, recount, instructions, explanation, etc.), which makes sense and communicates to an audience. They will be expected to write in accurate sentences that are correctly punctuated and spelled. Generally, this is a shorter section of the test and fewer marks are allocated to this section.

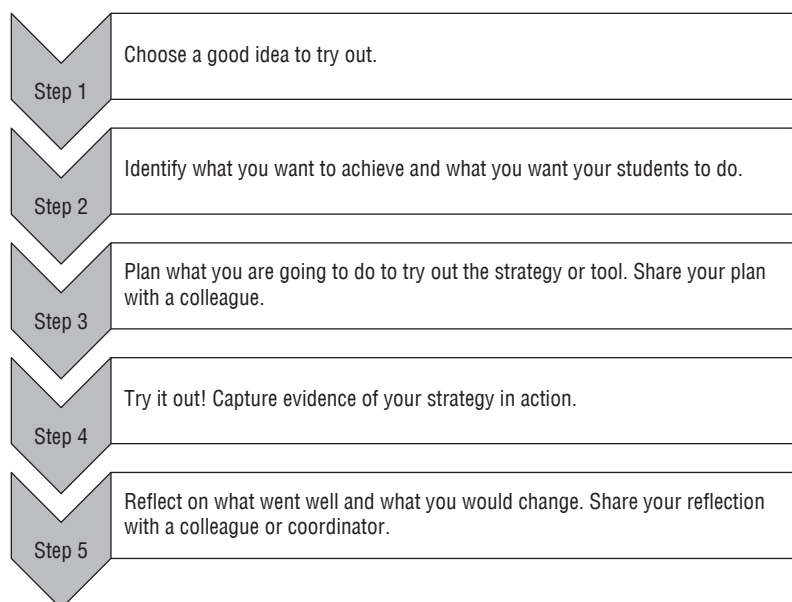
Tips to prepare students for writing test questions

- Demonstrate good examples of writing of the length they will be expected to produce in the test (300–500 words). Unpick each text to explain how it is successful. For example:
 - point out how each sentence links to the next sentence and builds up to communicate thought clearly
 - pay particular attention to difficulties many EAL students experience. For example, how determiners ('the', 'a', 'an', etc.) work in English and subject/verb agreement between nouns and verbs
 - revise the use of capital letters for the pronoun 'I', sentence starters and proper nouns.
- Share good examples of writing from different genres so that students are familiar with the conventions of each text type. For example, using numbered points for clarity in an instruction text.
- Demonstrate to the class how writers plan a sentence before they start writing it and then re-read the sentence they have written to make sure it is accurate. Then thematically link the next sentence to the previous one.
- Encourage students to use vocabulary they can confidently spell.
- Remind students to re-read what they have written to check it is grammatically correct and makes sense.
- Tell students to avoid the informal language of texting and slang.

Appendices

APPENDIX A: THE *TRY IT OUT* TEMPLATE

As you try out a strategy or tool of your choice, follow these five steps.



Guidance

Step 1. Choose a good idea to try out

Choose a strategy or tool that you can try out in a lesson or part of a lesson. For example:

The good idea I shall try is:

Asking differentiated questions in a class discussion.

Be as specific as possible. For example, ‘use group work’ is too broad. Aim for one specific approach, such as:

- supporting students to use various types of manipulatives and tools to solve problems based on their needs
- asking differentiated questions in a class discussion
- working with a small group of students to build needed skills for a new topic
- supporting students to complete differentiated homework assignments
- ensuring students select their own product to create when finishing a unit of study (writing an essay, creating a video, designing a poster, creating a presentation, etc.).

Step 2: Identify what you want to achieve and what you want your students to do

For example:

I have chosen this strategy or tool because:

I have chosen the strategy of using a KWL chart (a chart that asks students to think about what they already Know about a topic; what they Want to learn about the topic and then to reflect on what they have Learned). I have chosen this so that I will get some guidance on what I will need to review or cover in more depth on the topic of plants.

I am hoping to achieve:

I am hoping that my students will come up with some interesting ideas that I did not predict.

I am hoping to gain insight into some things that students want to learn about plants so that I can structure my lessons based on their interests.

I expect my students to:

I expect that my students will reflect on all that they know about plants and bring up ideas and concepts that will make them feel ownership over their learning.

Step 3: Plan what you are going to do to try out the strategy or tool. Share your plan with a colleague

What are you going to do? Be as specific as possible.

Share your plan with a colleague or advisor for their feedback and ideas before you try the plan in your classroom.

For example:

As I try out this strategy or tool, I plan to take the following steps:

I will review the purpose of a KWL chart.

I will then divide students into groups and provide each with a marker and flip chart paper for their KWL chart.

I will give students five minutes to write down everything they know about plants and some things they want to know about plants.

Then I will teach my first lesson on plants. I will then ask students to reflect on the activities and write down some things they learned about plants. I will have students post their charts throughout the room so that they can add to them throughout this unit on plants.

Step 4: Try it out! Capture evidence of your plan in action

Now implement your plan. You may want to get some help from a colleague to capture evidence of your plan in action. Evidence can include:

- a short video
- a storyboard: photos capturing key moments with some text explaining the moments
- an annotated lesson plan
- samples of student work showing impact of the strategy or tool.

For example:

My evidence:

I will annotate my lesson plan to show the impact of the KWL chart and where it enhanced learning.

Step 5: Reflect on what went well and what you would change. Share your reflection with a colleague

Reflect on your practice and add a short commentary relating to your evidence.

For example:

What went well?

I took pictures of each group's KWL flip chart paper. I did not realise just how much my students already knew about plants. Lots of my students were able to share information about what they've learned from having a garden or growing plants at home. It was really interesting to see what my students were interested in.

How might it have been even better?

Since I have these snapshots of data, I am going to change a few of my lessons. Some of them aren't really needed as students already know the information and the others can be adjusted a bit to pull in students' interests. I also like that the students were able to reflect on the lesson and explicitly state what they had learned.

What are my next steps?

As we continue through the unit, I'm going to allow students to add to their charts every day and I might have them add in any ideas for what they want to know that come up during the lessons. This can be an ongoing journal of some sort.

The *Try it out* template

Step 1

The good idea I shall try is:

Step 2

I have chosen this strategy or tool because:

I am hoping to achieve:

I expect my students to:

Step 3

As I try out this strategy or tool, I plan to take the following steps:

Step 4

My evidence:

Step 5

What went well?

How might it have been even better?

What are my next steps?

APPENDIX B: MY iPRIMARY CHECKLIST

RAG ¹	Statement	Evidence/My next steps	Date
	The learning objectives for the lesson are clear and will be clearly communicated to students.		
	Students are given opportunities to identify success criteria in relation to the lesson's learning objectives.		
	The lesson introduction grabs students' attention and sparks curiosity.		
	Students are given opportunities to connect lesson concepts to their prior learning.		
	Students have several opportunities to reflect on the lesson concepts.		
	Students work with partners or small groups during the lesson.		
	Students will do a considerable amount of the talking during the lesson.		
	I have planned several open-ended probing questions that begin with 'Why,' 'How' and 'When'.		
	I plan to provide enough time after asking a question for students to process and consider their answers using various methods (for example, think-pair-share).		
	I have built in opportunities to provide feedback to students on progress through, for example: whole-class and individual questioning, comments on work, one-to-one conversations, whole-class feedback.		
	I have planned how I will guide students from whole-class work to individual or group work.		
	I have planned several opportunities for 'checks for understanding'.		
	Students are given opportunities to self-assess their understanding.		
	Students are allowed to use different methods and materials to reach the learning objectives (as appropriate).		
	I have created opportunities for students to present new knowledge in creative and engaging ways to me and each other.		
	Students are given opportunities to ask questions (including asking questions to other students) about the concepts.		
	Students can freely generate ideas and create examples during the lesson.		

¹ RAG: You can colour code your progress, for example: Red (I need to do much more work on this); Amber (my practice is developing); Green (I am confident and secure in this practice).