

**ΑΓΓΛΙΚΑ:
ΔΙΔΑΚΤΙΚΗ ΚΑΙ ΑΞΙΟΛΟΓΗΣΗ
και
Αλλαγές για το 2013-14**

Διήμερο Εκπαιδευτικού 2013
Ομάδα ΝΑΠ Αγγλικών Δημοτικής

Plan for the day

- 8:30 - 8:45 getting to know each other
- 8:45- 10:15 general update on progress on new curricula
- 10:15 – 10:45 break
- 10:45 – 12:45 Portfolio Assessment
- 12:45 – 1:00 Closing up / summing up

You are ready to find your partner

If there is one ...

If not, make sure
to meet some
new colleagues
today :)



**DEVELOPMENTS IN THE ENGLISH LANGUAGE
PROGRAMME FOR: 2013 - 2014**

**Last year we talked about improving
the following:**

- Provide flashcards
- Provide booklet for pupils' work
- Spreading English around the school day

**Last year we talked about improving
the following:**

Point 1:

- Provide flashcards

Last year we talked about improving the following:

Point 2:

- Provide booklet for pupils' work

Year 1:

- Booklet for pupils' work
- No changes to the philosophy or the materials
- No change in time requirements

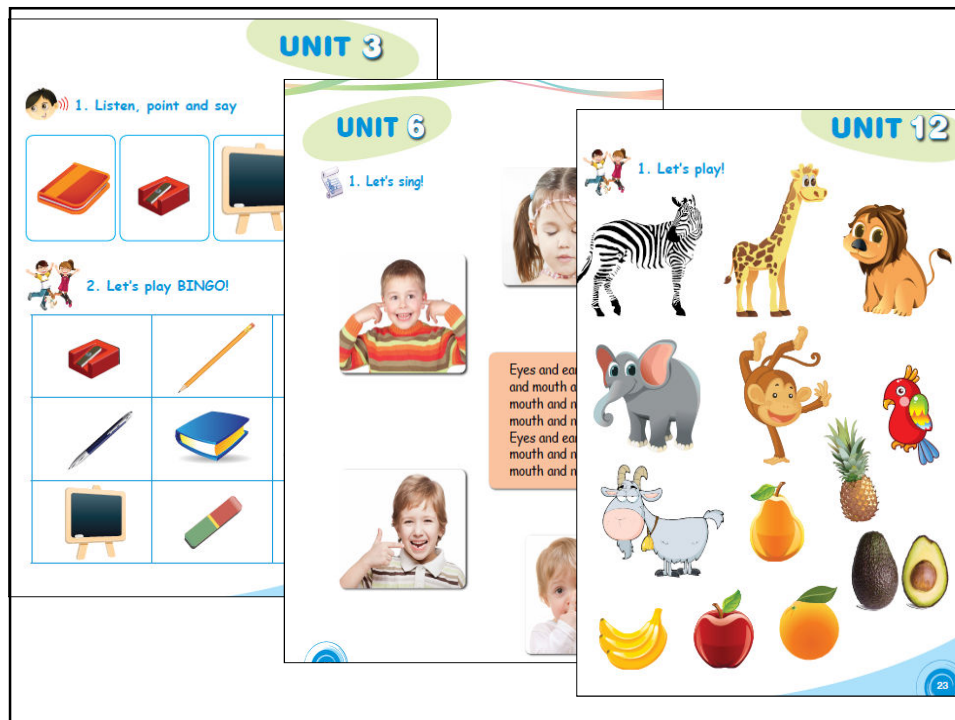




Year 2:

- Booklet for pupils' work
- No changes to the philosophy or the materials
- No change in time requirements





**Last year we talked about improving
the following:**

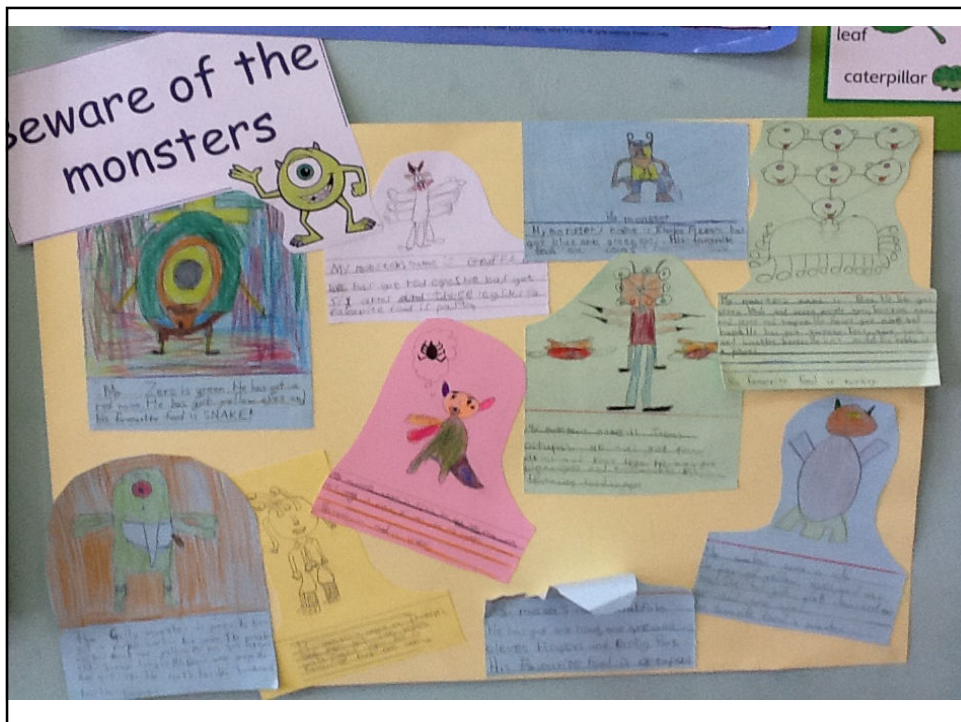
Point 3:

- Spreading English around the school day

Cross-curricular links











Developments in Year 3



So until now:

- All- day training sessions
- Lesson observations and discussions
- Visits to schools – on-site support

Positive points:

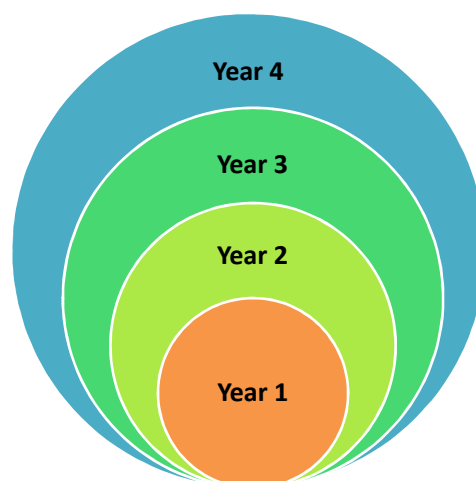
- Positive feedback from teachers
- Excellent practice observed
- Positive feedback from parents

Still ahead of us

Points for improvement:

- Better familiarisation with materials
- Better familiarisation of syllabus
- Improved understanding of underlying philosophy

Familiarisation of materials and syllabus



Familiarisation of materials and syllabus

Difference between comprehension and production:

e.g. Year 1 – Unit 1

Comprehension	Production
<i>How are you?</i> <i>My name is</i> <i>What's your name?</i>	<i>Good morning!</i> <i>Hello! Fine thanks.</i> <i>I'm + name.</i>

Familiarisation of materials and syllabus

Difference between comprehension and production:

e.g. Year 1 – Unit 9

Comprehension	Production
cat, sheep, bird, duck, horse, frog, fish, bear	<ul style="list-style-type: none"> • identify the animals taught • name at least five animals

Sample progression of vocabulary: colours

Year 1	• Unit 3 (production – new language)	Unit 4
	• Unit 6	Unit 7
	• Unit 9	Unit 10
	• Unit 12	Unit 14
	• Unit 15	Unit 16
Year 2	• Unit 5	Unit 6
	• Unit 7	Unit 11
	• Unit 13	
Year 3	• Unit 3	unit 10
	• Unit 18	
Year 4	• Unit 1	unit 3
	• Unit 4	unit 15
	• Unit 17	

UNITS	Teaching periods	MAIN OBJECTIVES	INTERCULTURAL ASPECT	LEARNING STRATEGIES	RECYCLED LANGUAGE	NEW LANGUAGE	
						PRODUCTION	COMPREHENSION
UNIT 1	2X40'	<ul style="list-style-type: none"> introduce themselves greet people respond to basic classroom instructions 	<ul style="list-style-type: none"> become familiar with the traditional game "Simon says" 	<ul style="list-style-type: none"> activate background knowledge feel comfortable and relaxed in the foreign language classroom 	Good morning. How are you? Fine thanks I'm ... Stand up/ Sit down/ clap your hands/ Listen/ Be quiet girl, boy	jump, touch, run	come here, cut, stick
UNIT 2	2X40'	<ul style="list-style-type: none"> introduce themselves introduce others respond to basic classroom language 	<ul style="list-style-type: none"> become familiar with: <ul style="list-style-type: none"> foreign names the traditional nursery rhyme "Polly put the kettle on" 	<ul style="list-style-type: none"> tolerate ambiguity feel comfortable and relaxed in the foreign language classroom 	I'm + name. Action words: stand up/ sit down/ clap your hands/ listen/ be quiet/ stick/ jump/ touch/ run	What's your name? My name is ... put, take, kettle, tea	
UNIT 3	2X40'	<ul style="list-style-type: none"> identify classroom objects in this unit name at least 6 of the classroom objects in this unit identify letters of the English alphabet (A, a) write the letter A, a 		<ul style="list-style-type: none"> make guesses based on previous knowledge tolerate ambiguity 	It's a book, pen, pencil, ruler, schoolbag <u>Alphabet vocabulary:</u> apple	What's this? pencil case /sharpener/board/ rubber	

**Materials are prepared with the aim
to support the teacher so that we
offer pupils the best learning
experience possible**

- Use them as a guide
- Use them for support
- Use them for ideas

Let's review a sample of the materials:

- Choose the Year you will be mostly working with:
year 1, year 2, year 3, year 4
- Find two or three more people to work together.
- Study the lesson plan for the Unit you have
- What would you do if:
 - you felt you didn't have enough time
 - you had more time to spare
 - some pupils finished early
 - You had a common problem you usually face -
not included in the above :)

The materials also aim to be flexible

- Ideas for fast learners
- Ideas for those who need more time
- Ideas for pupils from other cultural backgrounds
- Ideas for technology and for those who have no or little technology
- Ideas for those who have plenty of visuals and those who have fewer visuals
- Ideas for large classes
- Ideas for smaller classes

Familiarisation of materials and syllabus

Getting to know the materials will:

- give you flexibility to work with them within your own context
- own them and personalise them

Supporting pupils to learn

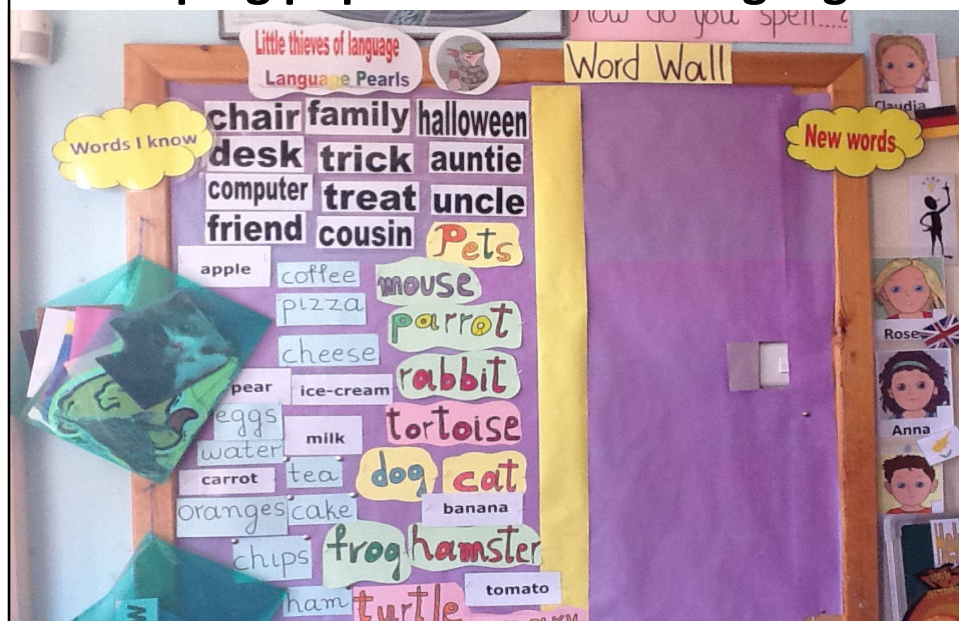


Supporting pupils to use English





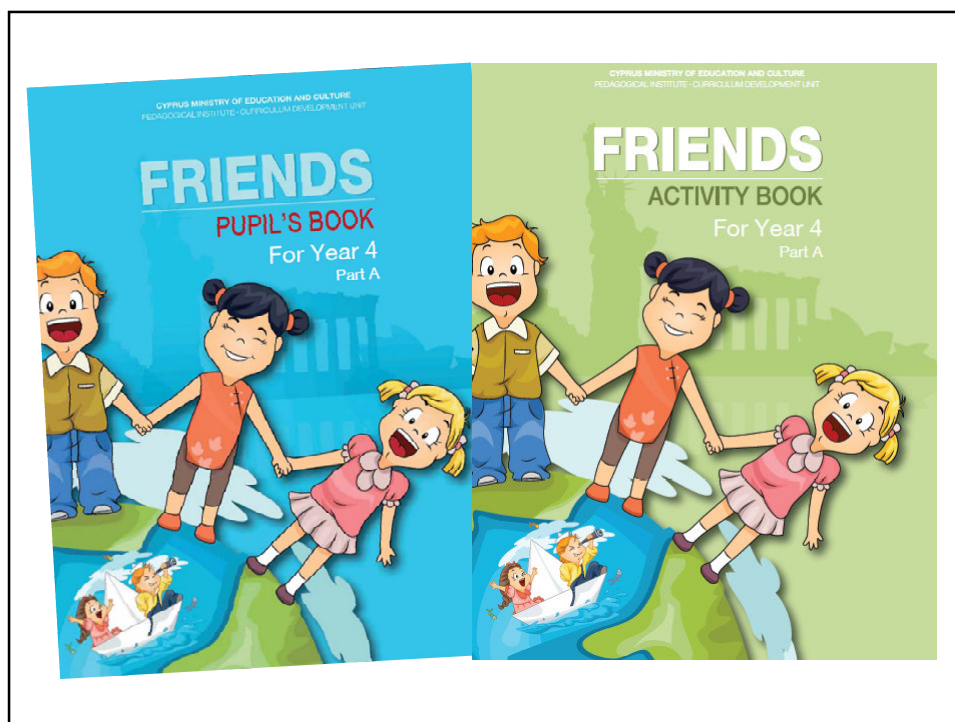
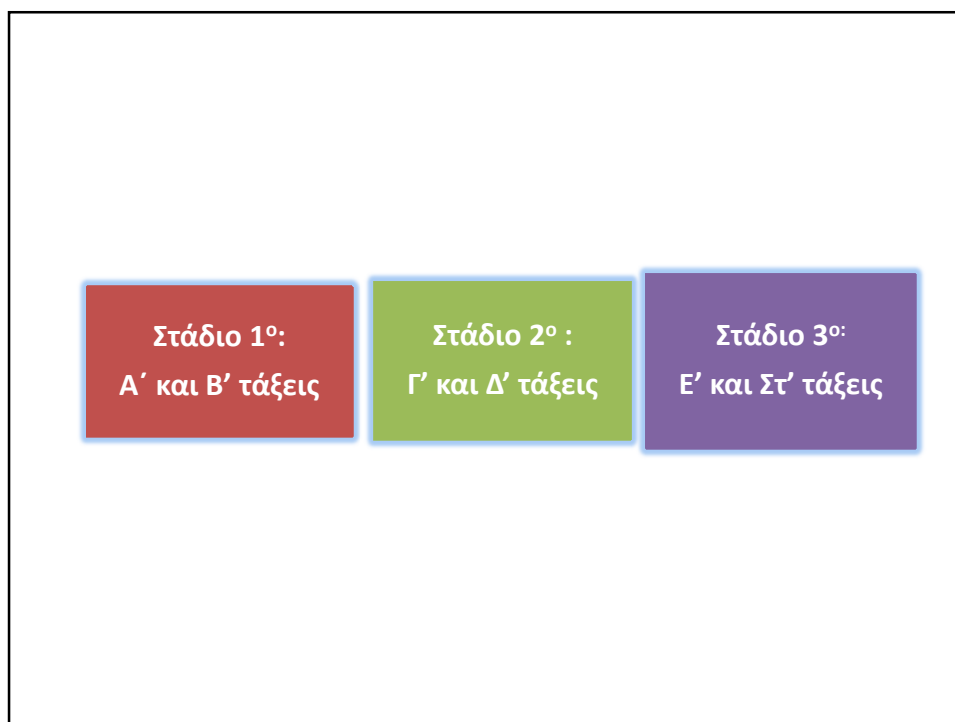
Helping pupils remember language



Make English an important part of school life

- Display pupils' work in school areas
 - In the classroom AND in public areas, e.g. lobby, central school notice boards, etc.
- Display pupils' work on the school website
- Include pupil achievements and work in the school newsletter
- Have pupils present work at the school assembly
- Have an English 'section' in school events
- Organise events for parents in the morning and/or afternoon
- Make cross-curricular links

**SO WE ARE MOVING AHEAD THIS YEAR:
YEAR 4 – FULL IMPLEMENTATION OF
THE NEW CURRICULUM**



Year 4 continues within the same framework introduced in Year 3

- Equal emphasis on all 4 skills
- Working with longer stories and richer language
- Further development of learner strategies
- Prominence of portfolio assessment
- Time set aside for project work

Year 4 continues in the philosophy/ methodology of the new curricula for English in Primary

- Games
- Songs
- Stories

Year 4: New coursebook series 'Friends'

• Games



Can you say this?

Fresh fried fish, fish fresh fried.



every day	now	on Mondays
on Sundays	now	now
now	every Monday	every week

Year 4: New coursebook series 'Friends'

Songs

4. Let's sing!

Ten fat sausages sizzling in the pan!
Ten fat sausages sizzling in the pan!
And if one went 'POP' and another went 'BANG',
There would be eight fat sausages sizzling in the pan!

Cows in the kitchen, moo, moo, moo
Cows in the kitchen, moo, moo, moo
Cows in the kitchen, moo, moo, moo
What shall we do, Tom Farmer?

Ducks in the dustbin, quack, quack, quack
Ducks in the dustbin, quack, quack, quack
Ducks in the dustbin, quack, quack, quack
What shall we do, Tom Farmer?

Cats in the cupboard, doggies too!
Cats in the cupboard, doggies too!
Cats in the cupboard, doggies too!
What shall we do, Tom Farmer?

Pigs in the garden, oink, oink, oink
Pigs in the garden, oink, oink, oink
Pigs in the garden, oink, oink, oink
What shall we do, Tom Farmer?

Chase them away, shoo, shoo, shoo!
Chase them away, shoo, shoo, shoo!
Chase them away, shoo, shoo, shoo!
That's what we'll do, Tom Farmer!

And chants!

- Would you like to have a pet?
- Would you like to have a pet?
- Yes, please! Yes, please!
- Let's have a pet!

- Would you like to have a dog?
- Would you like to have a dog?
- Yes, please! Yes, please! A big, big dog!
- No, thanks! No, thanks! I'd rather have a cat!

Stories



Steady progression

e.g. In writing:
from copying and word level
writing to sentence and
paragraph level



4-aj Match

Hi! I'm Antonio. I'm from Italy. I live in Milan. I like Italian pizza. I like animals too. I've got a dog and a cat.

Hi! I'm Paul. I'm from Britain. I live in Manchester. I like fish and chips very much. I like bikes too. I've got a blue bike.

Hi! I'm Rami. I'm from Egypt. I live in Alexandria. I like kebab. I can cook kebab with my dad. I like swimming too.

4b. What about you?

Draw something about you here

Having fun and being creative with writing

3. Write an Alphabet poem!

My Alphabet!

6. Can you describe Melina?

Melina,
sister of Stephanie,
tall, thin with long, brown hair,
brown eyes,
loves horses but hates snakes,
lives in Lakatamia,
Georgiou.

Steady progression

E.g.

- In reading:
 - Gradually building up from word level and sentence level
 - to:
 - paragraph level and development of reading subskills: skimming, scanning and for detail

4. Match

Petros is very tall and thin. Tia is short and has got long, black hair. Stan is short and has got blond hair and blue eyes. Katia is tall with short hair. Mary is tall. She has got short hair, too. She's wearing glasses.

Stan Katia Mary

Tia

4. Read and draw

This is Omar's house. There is a dog in the living room and a cat in the kitchen. The cat is on the table! There is a cat in the garage too. There is one bed in Omar's bedroom. Omar's schoolbag is on his bed. There is a table and a chair on the veranda.

UNIT 1

Read



THIS IS ME!

Ron Melina Demi



1. Answer the questions

a) What does Melina like?
b) What has Demi got?
c) How old is Ron?

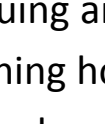
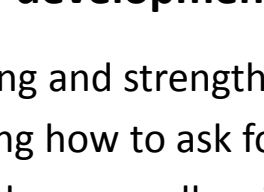
FRIENDS FROM AROUND THE WORLD

Hi! I'm Michael. I'm from the USA.
I live in San Francisco. I like chocolate milkshake and hot dogs! At school I like singing. My favourite song is "He's got the whole world in his hands." Do you know it?

Hi! I'm Fay. I'm from the UK. I live in Liverpool. I like vanilla ice cream and strawberry jelly. I've got many friends at school. We like playing "One potato, two potato". Do you know it? Can you play it?

Hi! I'm Kevin. I'm from Ireland. I live in Dublin. I like egg and cheese sandwiches. I don't like jelly. At school we play "What's the time, Mr Wolf?". It's very funny. Can you play it?

Further development of learner strategies

Continuing and strengthening Year 3:

- Learning how to ask for help:
 - “How do you spell..... ?”
 - “How do you say ... in English?”
- Learning how to retain vocabulary better through song
- Learning how to create a picture dictionary
- Learning how to self-reflect and self-assess

Further development of learner strategies

And adding more, e.g.:

- Learning how to ask for help:
“Excuse me, I don’t understand.”
“Can you help me, please?”
- Deducing rules from language samples
- Reflecting on the value of song as a learning strategy
- Finding specific information from text

HOW DO YOU LEARN ENGLISH?

I play games at school and at home.

I learn songs:

I ask my teacher!

How can I say γινώσκω in English?

How do you spell giraffe?

Excuse me! I don't understand.

I have a picture dictionary

I look at the word wall!

2. Listen, look and learn

I love pizza!

I like pizza!

I don't like pizza!

I hate pizza!

3. Listen, look and learn

a hamburger three hamburgers

a biscuit seven biscuits

a box two boxes

a bus three buses

1. Write the words in the right circle

apple, ice-cream, pear, lemonade, tea, banana, water, cake, milk, chocolate, orange, coffee

Fruit

Drinks

Sweets

AND YEAR 5 ??

Year 5

- Use of any story-based Units that have not been covered by your pupils to support and supplement existing Year 5 books
- Use the project units which will be uploaded on the website

Other developments to happen during this academic year

- Additional teacher training
- Support for the schools: on-site
- Use of the European Language Portfolio with an emphasis on Years 3 and 4
- Extending CLIL implementation
- Piloting of materials for Year 5

Thank you!