Teacher Guide
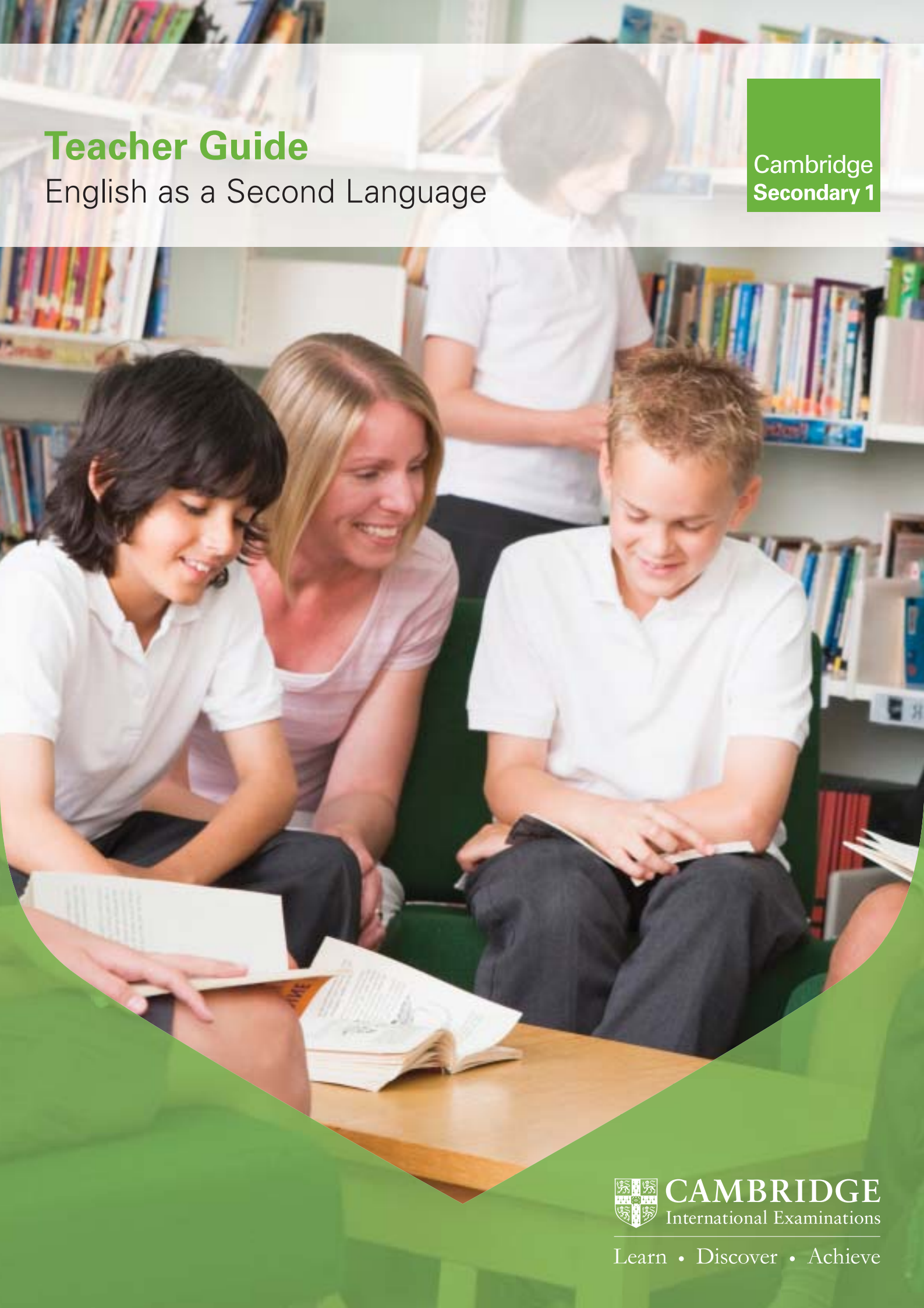
English as a Second Language

Cambridge
Secondary 1

CAMBRIDGE
International Examinations

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Contents

Section 1: Introduction

Welcome to the Cambridge Secondary 1 Teacher Guide for English as a Second Language (E2L).

This guide is designed to provide a suggested approach to the implementation and management of Cambridge Secondary 1 in your school.

It offers:

- The educational philosophy of the Cambridge programme

- An introduction to the Cambridge Secondary 1 E2L curriculum framework

- Step-by-step guidance on the planning process, with exemplification at each point and helpful teacher training activities with resources

- Advice on differentiation and how to integrate this into your teaching

- Suggested techniques for implementing formative assessment and integrating this into your lesson planning

- Two sample lesson plans per stage with activities and resources to help get you started

- Advice on record keeping and monitoring

- Advice on classroom practice

- Advice on resources

- Information on progression test reports

- Guidance on administration

A Comprehensive Scheme of Work

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

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

1.1   How to Use this Teacher Guide

This guide provides guidance and advice on the essential processes of implementing Cambridge Secondary 1 and it is designed to cater for:

• Schools that are teaching a Cambridge programme for the first time and that need to move from a completely different system of planning

• Schools that already deliver one or more Cambridge programmes but are new to Cambridge Secondary 1, and are now introducing the new English as a Second Language programme

• Schools that have already been delivering Cambridge Secondary 1 but are now introducing the new English as a Second Language programme

Schools new to Cambridge will find all sections of the Teacher Guide will be relevant to them. It provides a step by step guide through the process of implementing Cambridge Secondary 1, offering a suggested breakdown of the curriculum across the available teaching time, with sample lesson plans and sample lessons to get you started.

Existing Cambridge schools may be more familiar with certain aspects covered in this book. This guide is written so that schools new to Secondary 1 can make use of the sections most relevant to them (e.g. Section 2: Planning or Section 3: Teaching Approaches).

1.2   Cambridge Secondary 1

Cambridge Secondary 1 is an education programme for learners aged approximately 11–14. It combines a world-class curriculum, high-quality support for teachers and integrated assessment. The programme has been developed by Cambridge International Examinations and Cambridge English, and is used in secondary schools around the world. Cambridge Secondary 1 helps schools develop learners who are confident, responsible, innovative and engaged.

Cambridge Secondary 1 covers

• English

• English as a Second Language

• Mathematics

• Science

It provides curriculum frameworks with integrated assessment for each subject.

Cambridge Secondary 1 provides a solid foundation for later stages of education.
It starts learners on an educational journey for their first years of secondary education, focusing on what they should be able to do at each stage of a lower secondary education. It develops skills, knowledge and understanding that will prepare them for a smooth transition to Cambridge Secondary 2 and beyond.

Cambridge Secondary 1 offers optional, integrated assessment.
The assessment structure tracks learner progression through the first years of secondary education.

Cambridge Secondary 1 supports teachers in providing the best teaching and learning.
Schools adopting Cambridge Secondary 1 gain access to first-class support for teachers through publications, online resources, training and professional development.

Cambridge Secondary 1 is practical and flexible.

No part of the Cambridge Secondary 1 curriculum is compulsory, giving schools the flexibility to choose the elements that are right for their learners. This means that they can use Cambridge Secondary 1 while following their school or national curriculum, or offer the entire programme.

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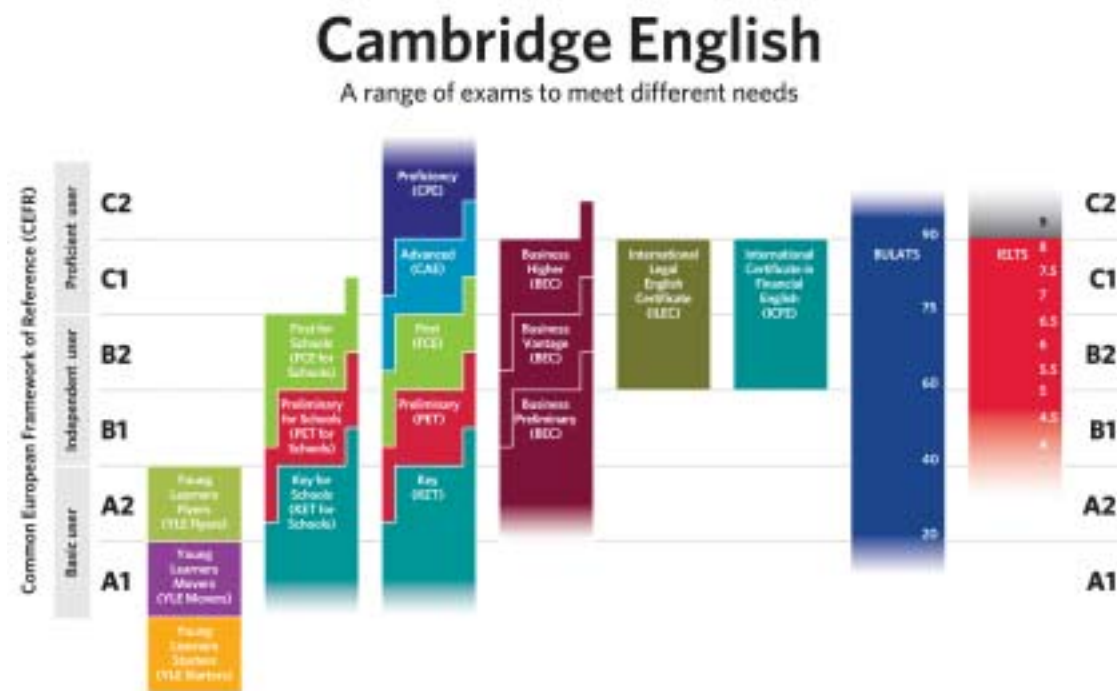
1.3   The Curriculum Framework

The Cambridge Secondary 1 English as a Second Language Curriculum Framework provides a comprehensive set of learning objectives for E2L. The objectives deal with what the learner should know and what they should be able to do in each year of early secondary education, and are mapped to the Common European Framework of Reference for Languages (CEFR). The learning objectives provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

There are three stages. Each stage reflects the teaching targets for a year group. Broadly speaking, Stage 7 covers the first year of secondary teaching, when learners are approximately eleven years old. Stage 9 covers the third year of secondary teaching, when learners are approximately thirteen years old. It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

Strands in the curriculum framework

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         ┌─────────────────────────────────┐
         │  ENGLISH AS A SECOND LANGUAGE   │
         │     CURRICULUM FRAMEWORK        │
         └─────────────────────────────────┘
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(READING) (WRITING) (USE OF ENGLISH) (LISTENING) (SPEAKING)
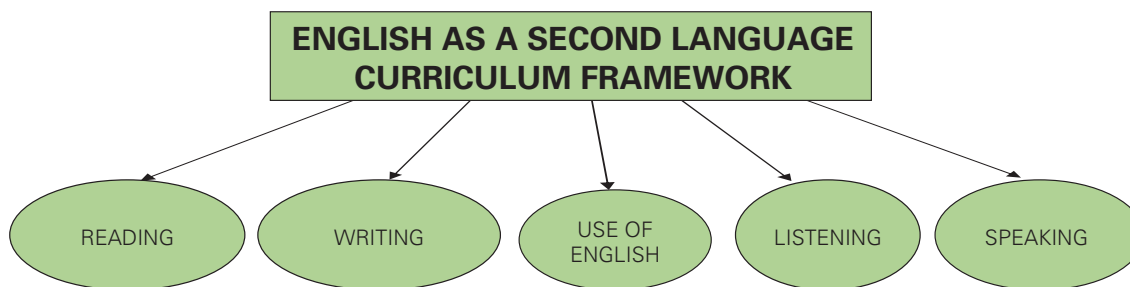
Continuity, progression and balance

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

The table below shows how knowledge and skills can be traced through the framework. Learning objectives from Stage 7 of the framework have been selected, and ones from Stage 9, demonstrating the 'beginning' and 'end' of a part of the framework.

Examples of progression in the curriculum framework.

Stage 7	Stage 9
Reading: understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts	**Reading:** understand specific information in extended texts on a range of unfamiliar general and curricular topics
Writing: punctuate a growing range of written work, with accuracy, on a range of general and curricular topics	**Writing:** punctuate with accuracy a range of written work on a wide range of general and curricular topics
Use of English: use a growing range of future forms, including present continuous and present simple with future, on a range of general and curricular topics	**Use of English:** use a range of future active and passive forms, and a growing range of future continuous forms, on a wide range of general and curricular topics
Listening: understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics	**Listening:** understand the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
Speaking: give an opinion at discourse level on a range of general and curricular topics	**Speaking:** explain and justify their own and others' point of view on a range of general and curricular topics

The curriculum framework has been designed to allow sufficient time for learners to acquire a secure grasp of the skills and knowledge required at each stage. Teachers themselves are best placed to know the capabilities of their learners and can, of course, choose to supplement the framework as appropriate. What is within the curriculum framework is the content that will be assessed and analysed using the Cambridge Progression Tests on the Cambridge Secondary 1 support site.

Section 2: Planning

2.1   Getting Started

This next section will look at the process of planning, ensuring that you cover all of the content of the curriculum for Stages 7–9, given the teaching time you have available within each year.

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

- Complete coverage of the E2L content for all of the stages, or those that you teach

- Progression and continuity

- Detailed lessons, led by clear learning objectives that the learners will understand.

And why you need to plan:

- To ensure appropriate timings are given to the different aspects of the curriculum

- To be clear about what can be assessed as a result of a lesson/unit of work

- To ensure a mix of teaching and learning styles in delivery – according to your learners' needs

- To ensure that all resources are available to deliver a successful lesson.

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

2.2   A Consistent Approach

Download the curriculum framework for E2L from **http://cambridgesecondary1.cie.org.uk** and familiarise yourself with the coverage and structure of the programme across Stages 7–9.

You need to consider how to begin breaking this content down into manageable teaching units.

However, before doing so, it is advisable to gather all the secondary teachers together to coordinate a consistent overall approach. The diagram below gives an overview of the whole planning process and, as you can see, decisions about approach, terminology and format need to be made first.

A Pathway to Implementation

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

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                    ┌─────────────┐          ┌──────────────┐      ┌──────────┐
                    │    AGREE     │          │   PRODUCE    │←─────│          │
                    │  APPROACH    │          │ LONG-TERM    │      │          │
                    │             │          │   PLANS      │      │          │
                    │     ⇕       │          └──────┬───────┘      │          │
                    │    AGREE     │          ┌──────▼───────┐      │          │
                    │ TERMINOLOGY │          │  PRODUCE     │←─────│ EVALUATE │
                    │             │          │ MEDIUM-TERM  │      │          │
                    │     ⇕       │          │   PLANS      │      │          │
                    │    AGREE     │          └──────┬───────┘      │          │
                    │  FORMATS     │          ┌──────▼───────┐      │          │
                    └─────────────┘          │  PRODUCE     │←─────│          │
                                              │ SHORT-TERM   │      │          │
                                              │   PLANS      │      │          │
                                              └──────┬───────┘      │          │
                                              ┌──────▼───────┐      │          │
                                              │  CREATE A    │←─────│          │
                                              │ CHECKLIST OF │      │          │
                                              │  RESOURCES   │      │          │
                                              └──────┬───────┘      │          │
                                              ┌──────▼───────┐      │          │
                                              │    TEACH     │─────→│          │
                                              └──────────────┘      └──────────┘
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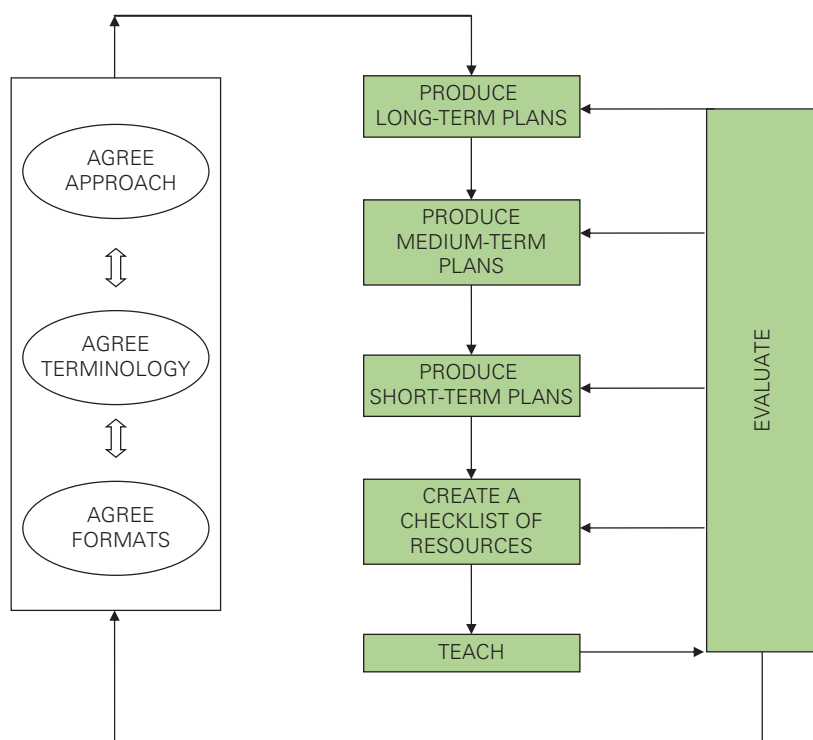
Approach: The general approach will largely be decided by colleagues in management as this may concern the whole curriculum and not just E2L. Some schools merge subjects across the curriculum. For the purpose of this guide, we assume that E2L is going to be taught as a separate subject.

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

> **Training Activity: Agreeing Terminology (Appendix A1)**
>
> In the appendices of this guide you will find an exercise that may be carried out by groups of teachers to reach an understanding of the planning terms:
>
> Long-term [overview],
>
> Medium-term: [scheme of work] and
>
> Short-term [lesson plan].
>
> It also includes other relevant terms. When the terminology has been agreed, planning can begin. A photocopiable sheet is included.

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

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

2.3 Descriptions of the Planning Stages

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

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

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

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

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

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

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

It provides:

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

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

The following sections provide a step-by-step guide to the planning process including some advice about meeting the training needs of colleagues.
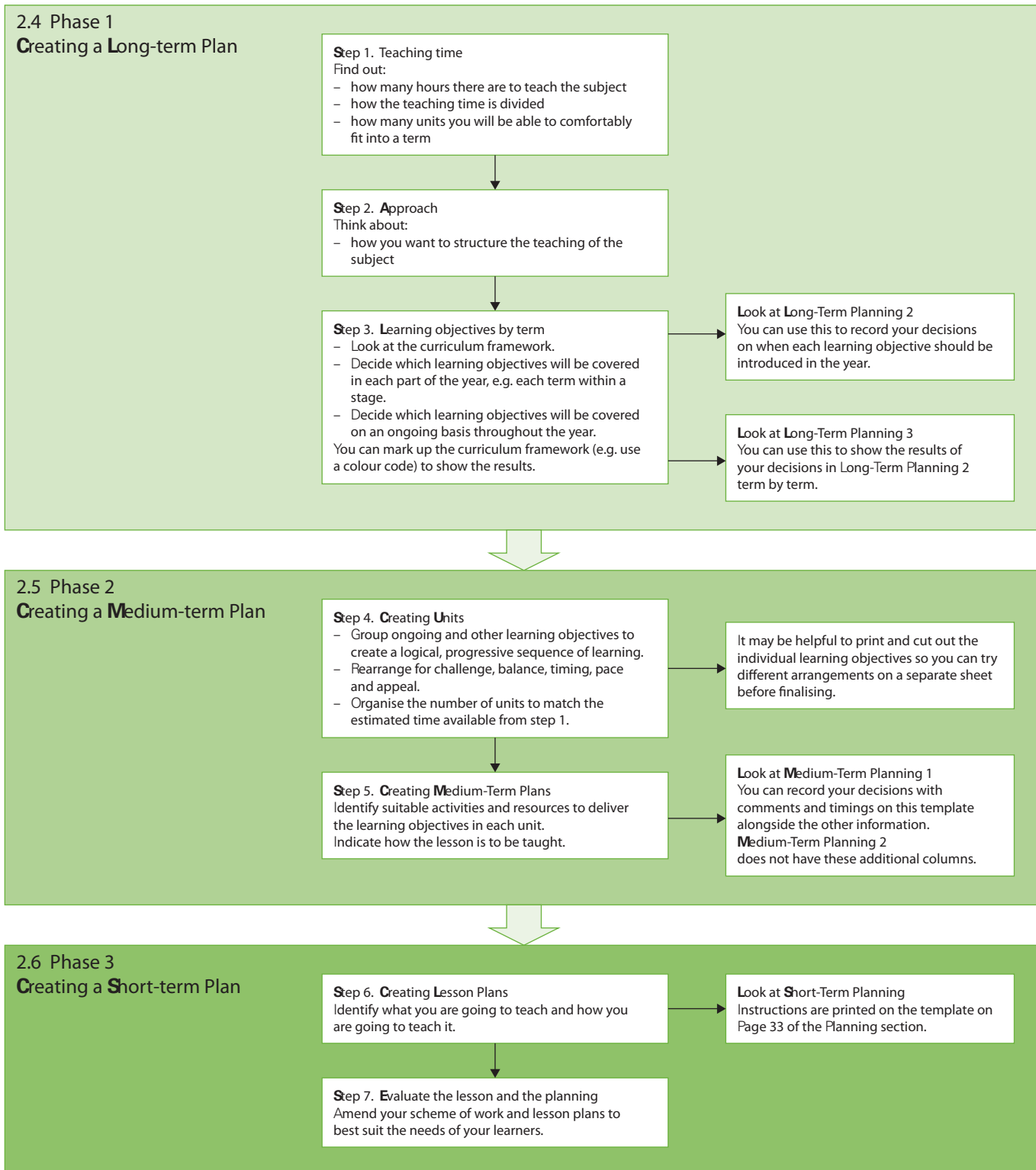
2.4 Phase 1 – Creating a Long-term Plan (steps 1–3)

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

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

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

The Planning Process

2.4 Phase 1
Creating a Long-term Plan

Step 1. Teaching time
Find out:
– how many hours there are to teach the subject
– how the teaching time is divided
– how many units you will be able to comfortably fit into a term

Step 2. Approach
Think about:
– how you want to structure the teaching of the subject

Step 3. Learning objectives by term
– Look at the curriculum framework.
– Decide which learning objectives will be covered in each part of the year, e.g. each term within a stage.
– Decide which learning objectives will be covered on an ongoing basis throughout the year.
You can mark up the curriculum framework (e.g. use a colour code) to show the results.

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

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

2.5 Phase 2
Creating a Medium-term Plan

Step 4. Creating Units
– Group ongoing and other learning objectives to create a logical, progressive sequence of learning.
– Rearrange for challenge, balance, timing, pace and appeal.
– Organise the number of units to match the estimated time available from step 1.

It may be helpful to print and cut out the individual learning objectives so you can try different arrangements on a separate sheet before finalising.

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

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

2.6 Phase 3
Creating a Short-term Plan

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

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

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

2.4 Phase 1 – Creating a Long-Term Plan

Step 1. Teaching Time

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

Step 2. Approach

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

- Do I have a preferred way of working?

- Do I prefer to teach a mixture of strands or concentrate on particular areas?

- What is the availability of English resources in my school (are they shared)?

- How can I ensure that I cover the whole curriculum for the stage during the year?

- How can I sensibly group learning objectives from the curriculum framework to incorporate them into meaningful units of study?

Step 3. Ordering the learning objectives

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

A completed example of Long-Term Planning – 1

The example below, from Stage 8, is based on a 12-week term, with each module being covered in four weeks. Each unit should, therefore, be covered in two weeks, based on the provision of five to six hours of classroom English per week.

Term 1	Term 2	Term 3
Module 1A One World Unit 1 Languages of the World Unit 2 E-communication	**Module 2A Home Environments** Unit 7 Household Routines Unit 8 Habitat Interactions	**Module 3A Buyers and Sellers** Unit 13 Shops and Services Unit 14 Possessions and Personal Space
Module 1B Land and Sea Unit 3 Rivers and Coasts Unit 4 Great Expeditions	**Module 2B Outlines** Unit 9 Buildings and Structures Unit 10 Shape and Design	**Module 3B Tragedies** Unit 15 Natural Disasters Unit 16 World War 1
Module 1C Free Time Unit 5 Sports and Hobbies Unit 6 Entertainment and Media	**Module 2C Other People** Unit 11 Personality Types Unit 12 People and their Jobs	**Module 3C End of Year** Unit 17 Summer Season Unit 18 Using English

Notes:

- *The current model of nine modules per stage is recommended – three per term. Fewer would give too large a group of objectives to address in one module. More would be too fragmented to give coherence to the overall scheme.*

- *Terminology can vary although consistency is recommended within a school.*

- *An audit of the learning objectives for the whole stage is recommended to ensure coverage.*

- *Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts.*

- *Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended.*

- *Detail of the ongoing objectives may be given in an outline plan.*

A completed example of Long-Term Planning – 2

This example is for Stage 9. All the learning objectives are listed with a reference to the terms in which they appear. A blank version of the template is available in Appendix E.

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
Reading [high B1]		
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics	T1, T2, T3
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics	T1, T2, T3
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts	T1, T2, T3
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	T1, T2, T3
9Rd5	Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects	T1, T2, T3
9Rf1	Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics	T1, T2, T3
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics	T1, T2, T3
9Rg2	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics	T1, T3
9Rg3	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment	T1, T2, T3
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics	T1, T2, T3

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
Writing [high B1]		
9Wa1	Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics	T2, T3
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	T1, T2
9Wa3	Write, with minimal support, with moderate grammatical accuracy on a range of general and curricular topics	T1, T2
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres on general and curricular topics	T1, T3
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics	T1, T2, T3
9Wo1	Use appropriate layout for a range of written genres on a wide range of general and curricular topics	T2, T3
9Wo2	Punctuate, with accuracy, a range of written work on a wide range of general and curricular topics	T3
Use of English [low B2]		
9Uf1	Use a wide range of quantifiers for countable and uncountable nouns and a range of structures qualifying uncountable nouns on a wide range of general and curricular topics	T2
9Uf2	Use a range of comparative degree adverb structures with regular and irregular adverbs	T1, T2, T3
9Uf3	Use a range of simple perfect active and passive forms with a range of time adverbials, *so far, lately, all my life*	T1, T2, T3
9Uf4	Use a growing range of perfect continuous forms on a wide range of general and curricular topics	T1, T2, T3
9Uf5	Use a range of future active and passive forms and a growing range of future continuous forms on a wide range of general and curricular topics	T1, T3
9Uf6	Use a range of active and passive simple present and past forms, causative forms and past perfect simple forms	T1, T3
9Uf7	Use a growing range of past perfect continuous forms in narrative and reported speech; on a wide range of general and curricular topics	T1, T2
9Uf8	Use a range of present continuous forms and past continuous [active and passive] on a range of general and curricular topics	T1, T2
9Uf9	Use a growing range of past modal forms, including *must have, can't have, might have*, to express speculation and deduction about the past on a wide range of general and curricular topics	T1, T2, T3
9Uf10	Use *if/if* only in third conditional structures	T1, T3
9Uf11	Use a range of reported statements and question forms on a wide range of general and curricular topics	T1, T2

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
9Ug1	Use a range of abstract nouns, compound nouns, complex noun phrases and gerunds as subjects and objects on a wide range of general and curricular topics	T1, T2, T3
9Ug2	Use a range of compound adjectives, adjectives as participles and comparative structures indicating degree and a growing range of intensifying adjectives on a wide range of general and curricular topics	T1, T2, T3
9Ug3	Use a range of sentence adverbs, including *especially, particularly*	T1, T2, T3
9Ug4	Use a range of pre-verbal, post-verbal and end-position adverbs on a wide range of general and curricular topics	T1
9Ug5	Use a range of prepositional phrases preceding nouns and adjectives	T1, T3
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	T1, T2, T3
9Ug7	Use a range of dependent prepositions following nouns and adjectives and a growing range of prepositions following verbs on a wide range of general and curricular topics	T1, T2, T3
9Ug8	Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics	T3
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres	T1, T2, T3
9Ut2	Use a wide range of determiners and pre-determiner structures on a wide range of general and curricular topics	T2
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics	T1, T2, T3
9Ut4	Use a wide range of pronouns [relative, demonstrative, indefinite, quantitative]	T1, T3
9Ut5	Use a range of reflexive pronoun structures on a wide range of general and curricular topics	T1, T2
9Ut6	Use infinitive forms after a range of verbs and adjectives	T2, T3
9Ut7	Use gerund forms after a range of verbs and prepositions	T1, T3
9Ut8	Use a range of conjunctions on a wide range of general and curricular topics	T1, T3
9Ut9	Use a range of relative clauses, including which [whole previous clause reference], on a wide range of general and curricular topics	T1, T2
Listening [low B2]		
9Ld1	Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	T1, T2, T3
9Ld2	Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	T1, T2, T3

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)
9Ld3	Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	T1, T2, T3
9Ld4	Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects	T1, T2, T3
9Lg1	Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	T2, T3
9Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	T1, T2, T3
9Lo1	Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	T1, T3
Speaking [low B2]		
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics	T1, T2, T3
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English	T1, T2, T3
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics	T1, T2, T3
9S4	Analyse and evaluate the views of others in a growing range of contexts	T1, T2, T3
9S5	Modify language mistakes in their talk which cause misunderstanding	T1, T2, T3
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics	T1, T2, T3
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	T1, T2, T3

Notes:

- *The number of lines in the table will match the total number of learning objectives for the stage.*

- *Syllabus codes will be entered in the order that they appear.*

- *Learning objectives will appear in full.*

- *The final column will give a clear overview of coverage. Where an objective is addressed in more than one unit, all of the relevant units will be listed – this will help to achieve a balance, ensuring that coverage is sufficient and/or not too frequent at the expense of others.*

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

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

• The first is a grid listing unit titles against the three terms [Long-term Planning 1].

• The second is an audit of all learning objectives [Long-term Planning 2]

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

A completed example of each of these follows:

• A comprehensive set of suggested long-term plans are provided by Cambridge for each stage as part of the scheme of work you can find at the end of this document.

• Extracts from the full scheme of work are provided in Appendix B at the back of this guide.

• The following table is a completed example of long-term planning – one for each stage.

• Each group of objectives will become a unit of work.

A completed example of Long -Term Planning – 3.

The example below is a list of objectives from Stage 9 that can be colour-coded to gain an overview of when they are first introduced.

Ongoing
Introduced in term 1
Introduced in term 2
Introduced in term 3

Framework Code	Learning Objective
Reading	
9Rd1	Understand specific information in extended texts on a range of unfamiliar general and curricular topics
9Rd2	Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics
9Rd3	Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts
9Rd4	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding
9Rd5	Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects
9Rf1	Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics
9Rg1	Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics
9Rg2	Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics
9Rg3	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment

Framework Code	Learning Objective
9Rm1	Understand the main points in extended texts on a range of unfamiliar general and curricular topics
Writing	
9Wa1	Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics.
9Wa2	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics.
9Wa3	Write, with minimal support, with moderate grammatical accuracy on a range of general and curricular topics.
9Wa4	Use, with limited support, style and register appropriate to a growing range of written genres on general and curricular topics.
9Wc1	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics.
9Wo1	Use appropriate layout for a range of written genres on a wide range of general and curricular topics.
9Wo2	Punctuate, with accuracy, a range of written work on a wide range of general and curricular topics.
Use of English	
9Uf1	Use a wide range of quantifiers for countable and uncountable nouns and a range of structures qualifying uncountable nouns on a wide range of general and curricular topics
9Uf2	Use a range of comparative degree adverb structures with regular and irregular adverbs
9Uf3	Use a range of simple perfect active and passive forms with a range of time adverbials, *so far, lately, all my life*
9Uf4	Use a growing range of perfect continuous forms on a wide range of general and curricular topics
9Uf5	Use a range of future active and passive forms and a growing range of future continuous forms on a wide range of general and curricular topics
9Uf6	Use a range of active and passive simple present and past forms, causative forms and past perfect simple forms
9Uf7	Use a growing range of past perfect continuous forms in narrative and reported speech; on a wide range of general and curricular topics
9Uf8	Use a range of present continuous forms and past continuous [active and passive] on a range of general and curricular topics
9Uf9	Use a growing range of past modal forms, including *must have, can't have, might have*, to express speculation and deduction about the past on a wide range of general and curricular topics
9Uf10	Use *if/if only* in third conditional structures
9Uf11	Use a range of reported statements and question forms on a wide range of general and curricular topics

Framework Code	Learning Objective
9Ug1	Use a range of abstract nouns, compound nouns, complex noun phrases and gerunds as subjects and objects on a wide range of general and curricular topics
9Ug2	Use a range of compound adjectives, adjectives as participles and comparative structures indicating degree and a growing range of intensifying adjectives on a wide range of general and curricular topics
9Ug3	Use a range of sentence adverbs, including *especially, particularly*
9Ug4	Use a range of pre-verbal, post-verbal and end-position adverbs on a wide range of general and curricular topics
9Ug5	Use a range of prepositional phrases preceding nouns and adjectives
9Ug6	Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics
9Ug7	Use a range of dependent prepositions following nouns and adjectives and a growing range of prepositions following verbs on a wide range of general and curricular topics
9Ug8	Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics
9Ut1	Recognise typical features at word, sentence and text level of a range of spoken genres
9Ut2	Use a wide range of determiners and pre-determiner structures on a wide range of general and curricular topics
9Ut3	Use a wide range of types of question on a wide range of general and curricular topics
9Ut4	Use a wide range of pronouns [relative, demonstrative, indefinite, quantitative]
9Ut5	Use a range of reflexive pronoun structures on a wide range of general and curricular topics
9Ut6	Use infinitive forms after a range of verbs and adjectives
9Ut7	Use gerund forms after a range of verbs and prepositions
9Ut8	Use a range of conjunctions on a wide range of general and curricular topics
9Ut9	Use a range of relative clauses, including which [whole previous clause reference], on a wide range of general and curricular topics
Listening	
9Ld1	Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
9Ld2	Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
9Ld3	Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
9Ld4	Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects
9Lg1	Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics

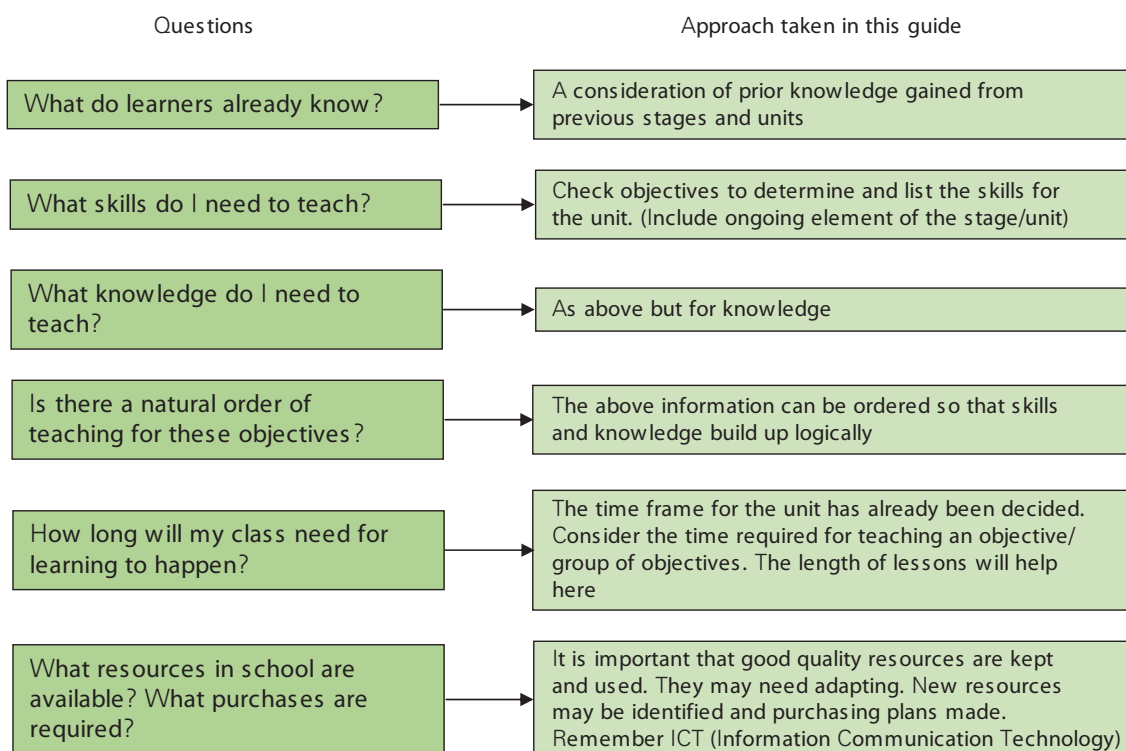| Framework Code	Learning Objective
9Lm1	Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
9Lo1	Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
Speaking	
9S1	Use formal and informal language registers in their talk on a range of general and curricular topics.
9S2	Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English.
9S3	Explain and justify their own and others' point of view on a range of general and curricular topics.
9S4	Analyse and evaluate the views of others in a growing range of contexts.
9S5	Modify language mistakes in their talk which cause misunderstanding.
9S6	Interact with peers to make hypotheses about a growing range of general and curricular topics.
9S7	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics.

2.5   Phase 2 – Creating a Medium-Term Plan

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

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

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

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

Questions	Approach taken in this guide
What do learners already know?	A consideration of prior knowledge gained from previous stages and units
What skills do I need to teach?	Check objectives to determine and list the skills for the unit. (Include ongoing element of the stage/unit)
What knowledge do I need to teach?	As above but for knowledge
Is there a natural order of teaching for these objectives?	The above information can be ordered so that skills and knowledge build up logically
How long will my class need for learning to happen?	The time frame for the unit has already been decided. Consider the time required for teaching an objective/ group of objectives. The length of lessons will help here
What resources in school are available? What purchases are required?	It is important that good quality resources are kept and used. They may need adapting. New resources may be identified and purchasing plans made. Remember ICT (Information Communication Technology)

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

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

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

An activity-led or resource-led approach can lack a proper structure that risks repetition in terms of coverage of objective and/or omission of some objectives.
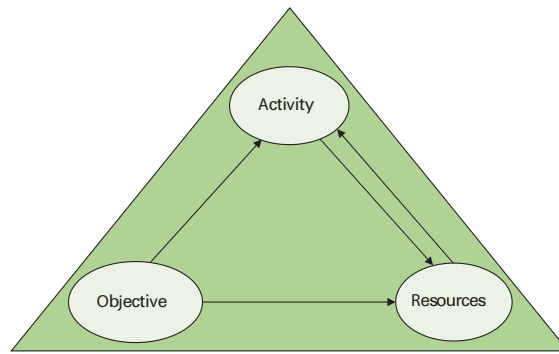
Decisions about units, activities and resources should be recorded as a medium-term plan. Two blank templates are available in Appendix E for you to write your own medium-term plans.

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

Medium-term Planning 2 is without these columns.

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

A completed example of Medium-Term Planning – 2

Stage 9

MODULE 1C, UNIT: 5

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9S6	interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about what sorts of food are good for different areas of our well-being	worksheet: complete the table healthy heart healthy digestive system strong muscles healthy teeth and bones healthy skin		100–120 minutes
9Rd1	understand specific information in extended texts on a range of unfamiliar general and curricular topics	Reading about which nutrients have which benefits, and which types of food, if over-eaten, are harmful.	complete the table above worksheet: make notes under these headings,		
9Ug1	use a range of compound nouns on a wide range of general and curricular topics	Listening about problems with contemporary eating habits.	eating-on-the-go comfort food crash diets ready meals fast-food		
9Ug2	use comparative structures indicating degree on a wide range of general and curricular topics	Focusing on comparative structures indicating degree.	Complete summarising the advice from the listening		
9Wa3	write with moderate grammatical accuracy, and with minimal support, on a range of general and curricular topics	Writing and making a healthy eating poster, based on a particular theme / image, highlighting dangers / healthy alternatives.	1. Avoiding the need to diet Is much _____ and makes life_____ stressful 2. Making your own meals is a _____ healthier alternative to ready meals project various design templates	computer access an advantage display opportunity	

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9S4	analyse and evaluate the views of others on a growing range of contexts	Talking about the implication in joke definitions about teenagers and their habits.	worksheet: definitions of teenagers. Teenagers like two kinds of music: Loud and Very Loud		120–140 minutes
9Rm1	understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about problems associated with a sedentary lifestyle	Teenagers are experts in everything you don't have to study etc.		
9Ug6	use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics	Focusing on phrasal verbs related to 'lifestyle;	multiple-choice and summary completion tasks		
9Lm1	understand the main points in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to and watching a documentary feature on 'people living longer', e.g. from National Geographic.	worksheet: leading a healthy lifestyle means … staying away from _____ possibly taking up _____ cutting down on _____ going out more with _____ not staying up _____ possibly giving up _____ sticking with _____ etc.…	projection facility needed	
9Uf5	use a range of future active and passive forms on a wide range of general and curricular topics	Focusing on the use of future forms 'will' [deciding as you speak], 'going to' [already decided]	which factors are mentioned as important in longevity? staying active family relationships knowing how to drive etc.…	display opportunity projection facility needed	
9Wa4	use, with limited support, style and register appropriate to a growing range of written genres, on general and curricular topics	Writing an e-mail to a friend, setting out six New Year's health resolutions	dialogue completion task: complete with correct form guided writing template	display opportunity	

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9S3	explain and justify their own and others' point of view on a range of general and curricular topics	Talking about the difference in meaning between different words related to health..	worksheet: illness – disease cure – vaccination virus – bacteria cold - cough cause – symptom etc.		100–120 minutes
9Rd4	use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Encourage students to look up words if unsure			
9Rm1	understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about diseases caused by bacteria and diseases caused by viruses and how diseases spread.	multiple-matching task: answer [b] bacteria [v] virus [vb] virus and bacteria		
9Ld1	understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening about the world 'Spanish Flu' pandemic.	worksheet: what military words does the speaker use to talk about disease?		
9Ut1	recognise typical features at word, sentence and text level of a range of spoken genres	Listening and watching 'archive' educational film footage e.g. http:// www.archive.org/details/ Preventi1940	what words does he use to talk about the 'travel' metaphor?		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9Ug5	use a range of prepositional phrases preceding nouns and adjectives	Focusing on prepositional phrases common in biographical texts	text about the early life of Edward Jenner to complete with prepositions.		100–120 minutes
9Rm1	understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about Jenner's famous cowpox / smallpox experiment.	multiple matching task which of the helps explains the science in Jenner's experiment		
			Cowpox cures smallpox		
9S4	analyse and evaluate the views of others in a growing range of contexts	Talking about which science explanation best explains Jenner's results	Smallpox is less infectious than cowpox		
9S5	modify language mistakes in their talk which cause misunderstanding	Focusing on the use of third conditional structures.	Cowpox helps the body fight smallpox, etc.		
9Uf10	use if / if only in third conditional structures	Listening about the legacy of Edward Jenner.	worksheet: based on your reading of the Jenner story complete these sentences.		
9Ld4	recognise inconsistencies in argument in extended talk on a range of general and curricular subjects	Find six ways in which what is heard on the recording differs from the truer written summary	If James had already had small pox,		
			If Jenner had been wrong, James,		
			If Mary hadn't caught cow pox.		
			If other doctors had known what Jenner was doing, etc.		
			worksheet: short written summary of the legacy of Edward Jenner.		

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

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

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

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

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

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

> **Training activity: Producing a Lesson Plan Format (Appendix A2)**
> **Short term planning (lesson plans)**
>
> This activity describes an exercise that may be carried out by groups of teachers to explore what a short term plan (for a single lesson) should contain. They can then experiment with a format to include all that they decide would be useful. Photocopiable sheets are included.

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

- Teachers need to keep in touch with children's needs and ensure learning is of good quality and secure.

- 'Over-planning' of a whole week's work can also lead to inflexibility.

- Sometimes lessons need to speed up, on other occasions it may be necessary to revisit an aspect of learning.

- Teachers must be prepared to amend plans from lesson to lesson.

- If the learners' work is poor or they have struggled during the lesson, it might be sensible to revisit the work and not rush on to the next objective.

- Plans need to be helpful to teachers and they need to be used.

- Plans should not just 'sit' in a neat folder. A good set of plans may have notes written all over them to show what went well and what might need adjustment for next time.

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

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

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

The template is like a recipe. When all of the items are there, it can work to create a good product – good planning can lead to good teaching. Later sub-sections describe other methods for strengthening teaching. (2.6: Delivery and Section 4: Assessment)

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

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

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

Short-Term Plan Instructions

Week beginning: gives a date reference; daily plans should add the day				UNIT: The title of the unit of work			CLASS: The class to be taught
Timing	**Framework ref**	**Learning Objectives**	**Success Criteria** (Details provided in sub-section 3.1)	**Activities** (see notes below re: differentiation details, etc.)		**Resources**	**Evidence of Achievement**
				Description	**W/G/I**		
Breaks the total lesson time down, showing how long is to be spent on each activity	This is the code taken from the medium term plan which is from the framework document	These are selected for each lesson, there is often more than one	These are questions or statements that will be used to measure achievement (success) – See Section 4 on Assessment	Description of the activity	W=whole class; G=group; I=individual or independent work	Materials that will be needed for the activity	A code shows what kind of evidence the teacher will use to decide if the success criteria have been met and the objective has been achieved. (See Section 4: Assessment)

Organisation: Details of differentiation / groups / adult role (linked to activities)

How the class will be organised; this may be just for certain activities; it should include details of differentiation / groups / adult role (linked to activities)

Notes / extension opportunities / homework

This is where any comments should be made about how the lesson has been and whether the next session plans need to be amended. Before the lesson, as part of the planning, extension activities and homework can be listed here

Q&A: question/answer

D: discussion

O: observation

M: marked work

A completed example of a Short-Term Plan

The example below is from Unit 9 Module 2B

Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual		Resources	Evidence of achievement
				Description	W/G/I		
15–20	9S3	explain and justify their own point of view on a range of general and curricular topics	students interact to label most features correctly	Talking about the features of large buildings. Students complete labelling	G	diagrams floor plans and cross-sections of different buildings. Worksheet: parking ___ / l__y / base_ _ _ _ /	Q/A
15–20	9Ug5	use a growing range of prepositions preceding nouns	some prepositions correctly matched to building areas	Focusing on prepositions used in prepositional phrases with parts of buildings [at / in / on]	G	entrance____ etc. worksheet: match a preposition to each of the building features	Q/A
25–30	9Ut3	use a range of questions, including questions involving prepositions, at what time, in which direction, on a range of general and curricular topics	students form most questions correctly and interact to identify some of the answers correctly	Focusing on questions formed with prepositions Talking about the world's tallest skyscrapers on a timeline image... [Ask.com]	I	above [to describe location]	Q&A

Week beginning: Unit 9 Module: 2B: CLASS: S8

					W/I		D/M
20	9Ld2	understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	students are able to identify some solutions to problems and explain in group feedback	Listening to an architect talking about some of the main issues in designing tall buildings	W	worksheet: complete each question with a preposition —– which building were lifts first used? —– which island does Taipei 101 stand?	D
25–30	9Wa3	write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	students accurately integrate most of the words in their writing	Writing a postcard from the top of one the world's tallest structures	I	timeline image of world's tallest skyscrapers worksheet: match a problem to a solution words on for students to include in writing: view lobby feature lift look down below	M

Q&A: question/answer

D: discussion

O: observation

M: marked work

Organisation: details of differentiation / groups / adult role (linked to activities)

Pair weaker and strong students in paired activities. if an extra adult present they can provide more clues in initial spelling task and give more support/suggestions in final crafting task

Notes / extension opportunities / homework

As homework you might ask students to research one of the buildings in the timeline on the internet and produce a short fact file on it.

Section 3: Teaching Approaches

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

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

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

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

3.1   Sharing the Learning Intention

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

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

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

* Knowing what it is you are meant to be learning is vital for learners.
* It takes very little time and can be explained at the same time as learners are told what to do and how to do it – usually at the end of instructions.
* They can be displayed and read together.
* They need to be made clear.

Training Activity: Sharing Learning Intentions (Appendix A4)

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

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

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

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

'knowledge' = to know. . .	*'concepts'* = to understand. . .
• to know	• to understand
– to spell	– to explain
– to recall	– to realise
– to recognise	
– to identify	
'skills' = to be able to. . .	*'attitude'* = to be aware of. . .
• to be able to	• to be aware of
– to explore	– to identify
– to use	– to know about
– to talk about	
– to discuss	
– to know how to	

Example of rewording an objective

Objective: Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics.

Words used: *'you need to work on spelling correctly the words that we study and use'*

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

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

Creating Success Criteria

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

There are many ways that this can be done.

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

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

- Select two pieces of work – one that has most, if not all of the requirements, and one that does not quite include all of them.

- Ask learners to discuss with, for example, their talk partners, what they like about the work and what could be improved.

- Feedback comments can be collected and the learners can decide which are the most important things to think about when doing the task. In this way 'success criteria' are produced.

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

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

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

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

- helps learners to gain a deeper understanding of what to do

- gives learners ownership of the criteria so that they can create a successful 'product'

- gives learners a basis for self-evaluation and peer evaluation

- enables learners to become active learners.

See the section on assessment for how the creation of success criteria fits into formative assessment techniques.

> **Training Activity: Creating Success Criteria with Learners (Appendix A5)**
>
> In the appendices you will find a training activity on how to create success criteria with your learners. Teachers will find their own ways of doing this as their expertise develops.

Talk Partners

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

Talk partners:

- are all-inclusive

- result in increased tolerance and respect

- are excited by new partners

- result in improved behaviour

- have benefits for learners with special educational needs

- result in increased self-esteem.

3.2   Active Learning

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

- I listen   – I forget

- I see   – I believe

- I do   – I understand

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

3.3   Differentiation

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

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

- **learners' level of ability**, this is both for supporting the less able as well as challenging the most able

- **personal styles of learning** or pace of work.

How to differentiate

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

- **By using ability groups.** The most common way of differentiation is where learners are placed in high, average or low ability groups for some subjects. This can be the most effective way to help the teacher match the work to the different levels, but it sometimes causes the less able learners to develop a poor self-image, especially if groupings are rarely reviewed.

- **By using mixed-ability groups.** An alternative to this method might be to group learners according to gender, age, friendship, or other criteria. This prevents stigmatisation and research has shown that less able learners work better in mixed-ability groups. However, more able learners may not reach their potential and will not necessarily be as challenged as they are in same ability groups.

- **By varying the task.** This is when learners cover the same work or meet the same objectives, but in different ways. For example, when learners are working on 'clauses', some might use sets of 'clause cards' to create sentences to identify different kinds of clauses, whilst others might be able to work directly from a book activity or worksheet. The most able might work on manipulating clauses to create different effects.

- **By varying the outcome.** This is when learners are expected to reach different standards by learning through adapted learning styles or resources. For example, if the class task is to write a short story about an animal, some learners whose written language is weak might record the story onto tape; some learners with developing writing skills might draw pictures with captions; others, whose writing skills are good, might write a longer story or include dialogue.

- **By varying learner support.** This is when learners receive additional help from the teacher, a classroom assistant or even a more able learner. For example, when a class is undertaking a group reading activity, the teacher might work with the less able group and lead the discussion but allow the most able learners to work in an unsupported group, with a summary sheet of questions / challenges to focus their discussion.

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

- differentiated group work

- differentiated open-ended tasks

- differentiated questioning: this is particularly important when using 'closed' questions (see section 4: assessment)

- open questions: these allow all learners to take part. encourage learners to discuss their answers either in pairs or small groups before giving a response

- targeted questions: this is when pairs or small groups are asked specific questions related to the main learning outcome.

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

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

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

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

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

Section 4: Assessment

4.1   What is Assessment?

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

Types of assessment

Formative:	to establish whether learners have met the learning outcome or are on track to do so. (These are both short and medium term.)
Summative:	to 'sum up' what learners have achieved. (These are long term.)

Functions

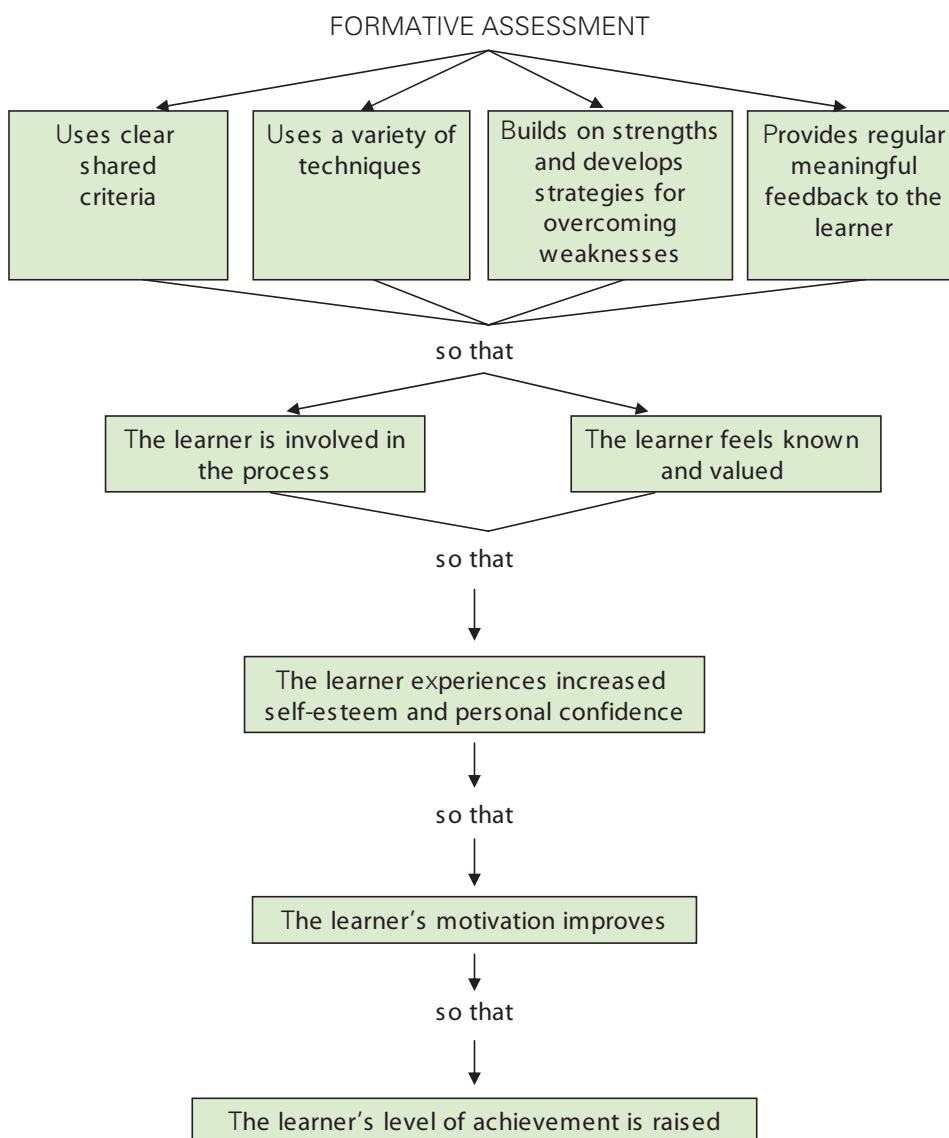|	
Formative Diagnosis:	to identify why learners do not understand or have difficulty with some topic or idea, and to use this information to take appropriate action to correct mistakes or misconceptions.
Formative Evaluation:	to determine whether the action following the diagnosis has resolved the learner's difficulties.
Summative Evaluation:	to establish what general level of ability the learner has attained in terms of understanding, selecting, applying and manipulating the knowledge and skills they have been taught. This kind of assessment is used as a means of reporting to other establishments, and to parents, on the actual attainments of learners.

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

## 4.2 Using Formative Assessment to Raise Achievement

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

FORMATIVE ASSESSMENT

| Uses clear shared criteria | Uses a variety of techniques | Builds on strengths and develops strategies for overcoming weaknesses | Provides regular meaningful feedback to the learner |

so that

| The learner is involved in the process | The learner feels known and valued |

so that

The learner experiences increased self-esteem and personal confidence

so that

The learner's motivation improves

so that

The learner's level of achievement is raised

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

The influence of assessment

In E2L, thinking, learning and assessment can be linked together in a creative and integrated way. The figure below attempts to show this relationship.
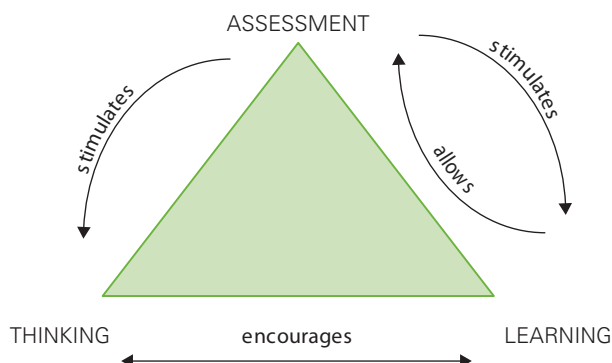
Thinking encourages learning, which allows assessment to take place. In turn, assessment motivates both thinking and learning.

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

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

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

- During a lesson: direct questioning
  interaction/discussion
  observation

- End of lesson: quick revision test (yes/no, etc.)

- After lesson: marking work
  homework task

- End of unit: test or focused task (homework)

- End of year: progress tests/achievement tests

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

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

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

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

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

Learners need to know:
- where they are in their learning
- where they are going
- how to get there.

Core principles of formative assessment:
- share learning goals and success criteria, both long and short term
- activities must match the learning intentions
- develop success criteria with learners
- make the focus of the success criteria how they will achieve the learning intention
- effective questioning needs to fit the purpose, giving learners thinking time
- learners should be actively involved in self-evaluation.

Assessment for Learning

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

1 The provision of effective feedback to learners.

2 The active involvement of learners in their own learning

3 Adjustment of teaching to take account of the results of assessment

4 Recognition of the profound influence assessment has on the motivation and self-esteem of learners, both of which are critical influences on learning

5 The need for learners to be able to assess themselves and understand how to improve

4.3   Developing Assessment in the Classroom

So how might we go about developing strategies for assessment in the classroom? The diagram below shows the essential properties of a functioning classroom assessment.
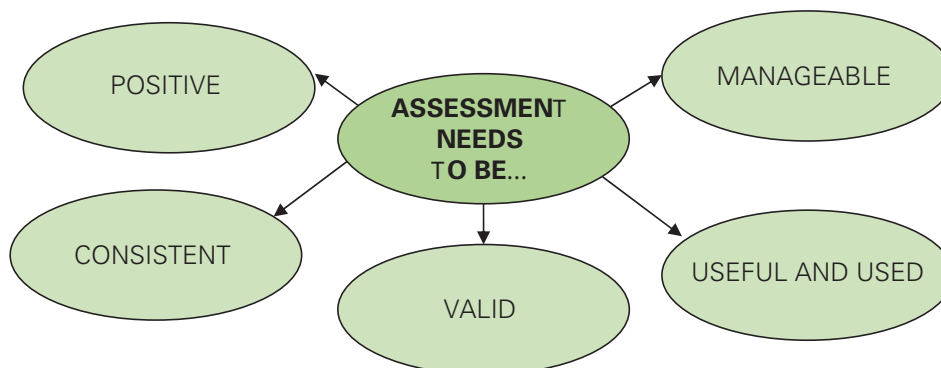
To support development of assessment in the classroom, teachers need to build their own skills and knowledge so that it becomes an integral part of classroom practice. The following training activity enables you to identify the extent to which formative assessment is already being practised in your school.

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

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool

- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)

- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school – some of these may be met by expertise already in school (shown on the individual summary sheets) or by the provision of an external trainer

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4.4   Assessment Techniques

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

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

Assessment techniques generally fall into two broad categories:

Product   –   The learner must work alone for *effective* assessment to be made and the assessment is made after the task has been completed.

Process   –   The learner works alone but the **process** of learning is assessed and therefore the assessments must be done at the time that learning is taking place.

      or   The learner works in a collaborative group. Issues arise concerning how to identify the contribution of one learner, especially when the exercise depends on a co-operative effort by all.

We shall look at assessing the *Process* first.

1 Question and Answer

Open and closed questions

(a) OPEN
e.g: discussion, where the learner is encouraged to talk freely:

"Tell me about. . ."

"How do you feel about. . .?"

(b) CLOSED
e.g: questions requiring short specific answers.

In considering questions, the following points must be addressed:

*   Is the wording clear?

*   Do they get the desired information?

*   Do they flow from easy to difficult?

*   How are the responses used?

2. Observation

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

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

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

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

These might translate approximately into:

*   practical activity

*   investigation

*   problem solving

*   game

*   drama/role play

You will need to consider factors affecting how observation is to take place, such as:

The physical location of the teacher

- The teacher sitting with a group of learners, where any participatory role is 'outside' the assessment to be made

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

- The teacher sitting away from the learners but in a situation that can fulfil the requirements of the assessment.

The learners being assessed

- Learners must be involved, as with all assessments, with the relevant criteria at the outset of the activity

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

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

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

3. Giving Feedback

Feedback may be oral or written. All feedback should be positive and meaningful to learners.

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

a. Oral feedback

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

b. Distance marking

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

- Can the learners read your comments?

- Can the learners understand your comments?

- Do you allow them time to read your marking?

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

c. Acknowledgement marking

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

d. Closed exercise marking

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

e. Motivational marking

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

f. Response partners

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

g. Quality marking

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

h. Self and peer assessment

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

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

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

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

Further advice on marking

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

Marking has other key functions.

- It can show what needs to be taught next. Often, the same error may be identified – perhaps this can form the basis of a whole-class discussion. Feedback from marking should be planned into the next session. Learners need to become used to feedback as a way of learning. They can often make improvements straight away to their work.

- It also shows teachers how successful their teaching has been – it is easy to identify when a lesson or activity has not contributed to the learning!

- A positive outcome is the way that plans for the next lesson will be amended.

When marking writing:

- A highlighter pen can show where the writing has been particularly successful.

- If the learning intention has been written, pages of work can become more meaningful both for the learner and for the teacher when reviewing the work at a later date. A brief comment can be written against the learning intention to say whether it has been *very well achieved* or *achieved*. *Not achieved* is a very negative comment. *Needs more help* or *partly achieved* sound much better. A system of codes could work just as well. At the same time, a comment directed to the learner is important, e.g. *This is a very entertaining story, Anna, I have enjoyed reading it. Thank you*.

- Where the learning intention is not written down, a marking comment at the end of the work needs to be written that includes the wording of the learning intention, e.g. *You have used the past continuous for background actions correctly*. If sticky labels are used for learners who are not fluent writers, the words suggested above may be used.

- To save time-consuming record-keeping, a triangular corner of the page may be folded and coloured to show that the piece of work shows achievement of the particular objective. Schools and teachers will have their own systems of record keeping – it is worth remembering that marking the learners' work as suggested saves a lot of paperwork!

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

Self evaluation:

Thinking about what happens when we are learning

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

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

4.5 Assessment Available from Cambridge

As part of Cambridge Secondary 1, end of stage tests (Progression Tests) are provided for Stages 7–9. These are available from the Cambridge Secondary 1 support site.

Progression Tests

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

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

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

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

Examine progress from one year to the next. The progression tests have been standardised so that as learners move through the school, it is possible to see whether they are progressing at a steady rate or better, or worse, than expected. The comparison against an external standard means that even the weakest learners can show progress, which may have been overlooked if these learners were always compared with their stronger peers. Similarly, lower than expected performance in an able learner can be identified and investigated.

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

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

Administering the Progression Tests

You can administer the Progression Tests through the Cambridge Secondary 1 support site (**https:/cambridgesecondary1.cie.org.uk**). The site allows you to:

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

Making use of the reports

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

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

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

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

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

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

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

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

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

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

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

Cambridge Secondary 1 Checkpoint

Cambridge Secondary 1 Checkpoint are additional (end of Secondary 1) tests available to Cambridge Secondary schools.

These are intended for learners at the end of their final year of secondary 1 education, when they are around 14 years old. They provide an assessment for learning objectives from Stages 7–9 of the curriculum framework.

They provide a form of detailed, diagnostic feedback that is a central feature of Cambridge Secondary 1 Checkpoint.

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

Details about Cambridge Secondary 1 Checkpoint (including past papers) are available from **http:/cambridgesecondary1.cie.org.uk** and specimen papers can be found on the Cambridge International Examinations website **www.cie.org.uk**.

Section 5: Information Communication Technology (ICT) and E2L

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

Planning

As with all planning, start with the objectives.

Questions about ICT linked to the objective might be as follows:

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

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

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

5.1   ICT and Digital Technology

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

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

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

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

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

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

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

Speaking

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

Listening

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

Discussion

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

Reading

Basic skills and strategies

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

Read and respond to texts

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

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

Writing

Creating and shaping texts

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

Text structure and organisation

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

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

Word structure and spelling

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

Presentation

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

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

Section 6: Creating A Positive Learning Environment

6.1   Classroom Organisation

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

Strategies for the Effective Management of Learning

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

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

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

How can I support learners during an activity?

This needs to form the basis of your lesson plan.

Here is a list of things to think about when planning:

Can I support and guide by:

- Working 1:1 with an individual

- Working with a small ability group and asking relevant questions to scaffold their thinking

- Differentiating work by giving different groups different outcomes to work to

- Organising them to work in mixed-ability groups, where more able learners help less able learners

- Providing appropriate worksheets/recording sheets to facilitate easier recording

- Giving them different activities

- Using any other available adults to work alongside particular individuals/groups

- Moving between groups and acting as facilitator

- Challenging more able learners to extend their thinking

Can I assess by:

- Observing and recording individual responses

- Questioning a particular group, e.g. boys, middle-ability learners

- Giving immediate verbal feedback

- Giving written feedback on their work

- Setting questions in the same context and asking them to apply what they have learned in a new situation

- Giving a formal test

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

6.2   Creating a Positive Atmosphere

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

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

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

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

The role of the teacher will be to:

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

Section 7: Support and Resources

7.1 Resources from Cambridge

Cambridge Secondary 1 centres receive access to a range of resources when they register through the Cambridge Secondary 1 support site. Included on this support site are:

- Curriculum Framework

- Progression Tests and analysis tools (see Section 4)

- Schemes of Work – these give a recommended course outline where teaching objectives are organised in a recommended teaching order. A brief outline of activities to achieve these objectives is provided. Some resources are recommended here

- Editable versions of the planning templates (see Appendix E)

7.2 Training available from Cambridge Assessment

Online training opportunities

An online introductory course is available free to Cambridge Secondary 1 centres. Details including the enrolment key and instructions on how to access the course are sent to the main Cambridge Secondary 1 Co-ordinator at you centre upon registration and are also available from the Cambridge Secondary 1 support site. The course is self-study and as such can be completed at any time when you first register for Cambridge Secondary 1. It provides an introduction to Cambridge Secondary 1, its educational philosophy and the services and resources available to Cambridge Secondary 1 centres.

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

Face-to-face training opportunities

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

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

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

7.3   Support with administration for Secondary 1 Checkpoint

There are three key documents that will be sent to your Cambridge Secondary 1 Administrator on an annual basis:

• Handbook for Centres

• Cambridge Secondary 1 Checkpoint Admin Guide

• Procedures for the Submission of Entries booklet.

These documents are made available on CIE Direct.

CIE Direct **https://direct.cie.org.uk** is the online tool for Cambridge Exams Officers and Administrators and can be used to submit and amend Cambridge Secondary 1 Checkpoint entries.

7.4   Enquiries

Ask CIE

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

Customer Services

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

7.5   Resources Recommended by Cambridge

The following titles are suitable as course material for Cambridge Secondary 1 E2L and are all available from Cambridge University Press.

11–14 year olds:

Interactive

Messages 1

More 1

English in Mind

Further information about materials suitable for Cambridge Secondary 1 E2L can be found on the CUP website: **www.cambridge.org**

Appendix A: Teacher Training Activities

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

A1   Agreeing Terminology

A2   Producing a Lesson Plan Format

A3   Preparing and Delivering a Lesson

A4   Sharing Learning Intentions

A5   Creating Success Criteria with Learners

A6   Taking Stock of Formative Assessment Skills

Training Activity A1: Agreeing Terminology

A workshop session to agree terminology.

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

Objectives:

To identify different levels of planning

To identify their purpose

To obtain an oversight of different terminology

Instructions:

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

- Consider all of the terms used in planning and display them

    e.g.   long term

           medium term

           short term

           scheme of work

           unit of work

           framework

           lesson plan

- Individuals or groups use the sheet to make notes identifying different planning levels and terminology and what they mean

- Discuss at end to reach agreement

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

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

Training Activity A1: Handout

Objectives:

- To identify different levels of planning

- To identify their purpose

- To obtain an oversight of different terminology

Long Term Planning

Medium Term Planning

Short Term Planning

Training Activity A2: Producing a Lesson Plan Format

Objective:

To produce a format for lesson plans.

Instructions:

- Handout 1: invite colleagues to list as many of the areas they think should be included on a lesson plan as possible

- Collate ideas on flip chart to gain some kind of consensus

- On A4 paper, work out a possible format to include all vital material

- Distribute Handout 2, with more details either during activity or as part of plenary

- Distribute Handout 3 as a sample format following discussion

Possible inclusions that may be suggested:

Objective(s)

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

Activity (ies)

Organisation

Any special arrangements/groups

Roles of different adults (including teacher)

Resources etc.

Training Activity A2: Handout 1

Objective:

To produce a format for lesson plans.

LESSON PLAN FORMAT

WHAT SHOULD IT INCLUDE?

What could it look like?

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

Training Activity A2: Handout 2

Information for formatting short term plans

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

- detail of the planned activity, including points to be covered by the teacher in introducing tasks and supporting the learners' learning during and after each lesson

- key questions to be covered/addressed during each activity

- a breakdown of specific tasks in detail (steps the learners need to go through, rather than the overall activity)

- differentiation and grouping of the learners, and any relevant staffing details

- details showing how the lesson(s) will link to existing provision for special educational needs, such as learning support assistants or individual education plans

- information about hours needed for the activity

- resources needed for the activity

- learning objectives

- expected learning outcomes

- success criteria – descriptions/statements to measure whether the learning objective has been achieved?

- assessment opportunities

- space for notes about specific group or individual performances.

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

Training Activity A2: Handout 3

Week beginning: **UNIT:** **CLASS:**

Timing	Frame-work Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual — Description	W/G/I	Resources	Evidence of Achievement

Organisation: details of differentiation / groups / adult role (linked to activities)

Notes / extension opportunities / homework

Q&A: question/answer

D: discussion

O: observation

M: marked work

Training Activity A3: Preparing and Delivering a Lesson

Objective:

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

Instructions:

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

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

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

– Prepare lessons / resources

– Instructing a class

– Letting learners talk

– Make tasks accessible to all

– Sharing achievements

– Giving praise and rewards

– Asking questions

– Setting tasks

– Marking work

– Leading discussions

– Sharing learning intentions (objectives)

– Setting homework

– Setting targets

– Letting learners take the lead

– Observing learners

– Discussing with groups

– Discussing with individuals

– Helping an individual

– Explaining things

– Answering questions

– Offering reassurance

The list can go on and on.

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

Training Activity A4: Sharing Learning Intentions

Objectives:

- To learn how to convert a range of learning objectives into learner-friendly language

- To learn how to write appropriate success criteria

- To be made aware of the many ways in which learning intentions can be presented to learners

Instructions:

1. Refer back to Section 3: Teaching Approaches. Select a range of learning objectives from the curriculum framework that clearly represent the following categories of activity:

   - To know

   - To understand

   - To be able to

   - To be aware of

2. Ask teachers to re-word these objectives using learner-friendly terms.

3. Refer back to Section 3: Teaching Approaches and ask teachers to suggest appropriate success criteria for each objective.

4. Give out Handouts 1 and 2. Ask teachers to suggest a range of methods in which learning intentions can be presented to a whole class, differentiated groups, younger and older learners, etc. A list of possible methods can be found below.

   - Verbally – not always as successful as a visual method which remains available throughout the session

   - Writing on a black/whiteboard/flipchart – the simplest way

   - Completing a chart and displaying for all to see

   - Saving it on a computer for display on an interactive whiteboard

   - Having a set of pre-printed sticky labels for each learner's book

   - Write on an individual or group sheet to display on the desk (good where tasks are differentiated and objectives are different)

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

Training Activity A4: Handout 1

Today we are learning to

write learning intention here

We'll know we've done this because

list success criteria here
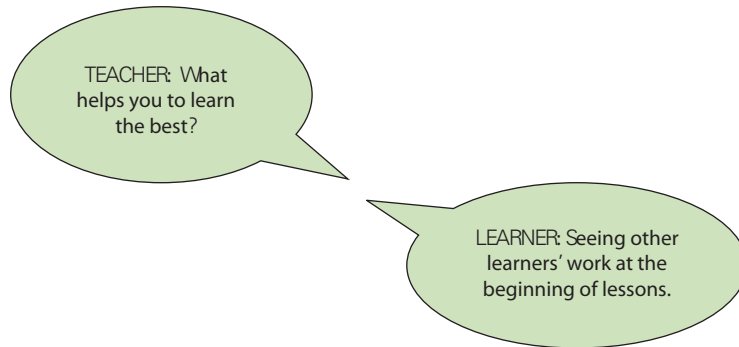
Training Activity A4: Handout 2

Learning intention

> *A more formal approach may appeal to older learners*

We will know we have achieved this because …

Success criteria

Training Activity A5: Creating Success Criteria with Learners

TEACHER: What helps you to learn the best?

LEARNER: Seeing other learners' work at the beginning of lessons.

Objective:

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

Instructions:

Stage 1: Planning

- Learning objectives selected

- Create own estimation of success criteria

- Prepare samples of previous work – good and not so good

  e.g. writing; artwork; photographs; 3D objects; video clips of P.E., games, drama

- Plan good (open) questions that will get learners (in talk partners) thinking and discussing the subject matter of the learning intention. (Responses may reveal some misconceptions)

Stage 2: Lesson Delivery

- Introduce lesson

- Give task instructions

- Share learning intention

- Ask questions to promote discussion – record success criteria

- Share work samples: what can you see? Compare and check against list . . . this may add or subtract items

- Display the agreed list in ways already described

- Learners work on task referring to criteria as they work

- Invite learners to share work with class/talk partner

- Learners make improvements

- . . .and finally:

  Plan a discussion at the end that:

  – Summarises the learning

  – Selects examples where improvements have been made

  – Refers to the next step/learning focus

Training Activity A6: Taking Stock of Formative Assessment Skills

- Take stock of what formative assessment skills already exist amongst staff – this gives everyone a chance to consider the elements of formative assessment. It is a valuable audit tool. You will find the elements listed in a document below

- You can then complete a summary sheet to show which areas you feel you need to support. (At the same time the audit also provides an opportunity for you to celebrate the skills that staff have developed already.)

- Finally, school managers can use the resulting information from the audit of skills to plan training needs for the whole school – some of these may be met by expertise already in school (shown on the individual summary sheets) or some of these may be met by the provision of an external trainer

Notes on the survey form.

- This form is to enable teachers and schools to consider which elements of formative assessment they feel most comfortable with and also to help identify where further training would be helpful

- The prompts are generic to suit teachers of all year groups and some may not be relevant to particular stages. If this is the case, please put "not applicable" in the comments box

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

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

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

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

TEACHER SUMMARY SHEET

Your name ....

School ....

Stage taught ....

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

✓

✓

✓

I'd like further support with these aspects:

✓

✓

✓

Support to be given by -

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

School Name: ....

Staff at this school feel really confident about –

✓

✓

✓

We would like further support with –

✓

✓

✓

We can offer expertise to other schools in …

✓

✓

✓

✓

Agreed action points following discussion:

Appendix B: Sample Schemes of Work

The following pages contain extracts from the comprehensive scheme of work provided on the Cambridge Secondary 1 support site.

They include:

- Stage 7: Module 1C: Unit 5: Transport Systems

- Stage 8: Module 2B: Unit 9: Buildings and Structures

- Stage 9: Module 2B: Unit 10: Making Presentations

Stage 7: Module 1C: Unit 5: Transport Systems

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about the pros and cons of different means of transport	Worksheet: four boxes divided into 2 [+ -] car bike bus train		110–130 minutes
7Uf10	Use a range of modal forms for a range of functions: obligation, necessity, possibility on a range of general and curricular topics	Focusing on the use of different modals in talking about the positives and negatives	Worksheet: match the means of transport to the statement below. e.g. it may not be possible to get door-to-door		
7Rg2	Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about major city transport scheme e.g. Paris bike scheme.	they can cause congestion etc. True/false and multiple-choice tasks		
7Lo1	Recognise the opinion of the speaker(s), with little or no support, in extended talk on a wide range of general and curricular topics	Listening to people's views on transport initiatives in their city	Multiple-matching tasks		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about different 'carrot and stick' government transport initiatives	Worksheet: which initiatives are 'carrot/stick' e.g. 'no stopping' zones 'cycle paths' etc.	Explain 'carrot and stick' principle	

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rd2	Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading about the historical development and present situation of railways in a country.	Worksheet: multiple-choice tasks Worksheet: text on development of railways in another country to complete [appropriate past form]		80–100 minutes
7Uf5	Use a range of active and passive past forms	Focusing on the use of simple past [active and passive]and past perfect simple forms.	Worksheet: true/false task		
7Uf7	Use a growing range of past perfect simple forms in narrative and reported speech on a range of general and curricular topics				
7Ld2	Understand, with little or no support, most of the detail of an argument in extended talk, on a wide range of general and curricular topics	Listening about the decline of the railways in the US in the twentieth century.			

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7Rd5	Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects	Reading 'journey to school' graphs and deciding whether statements match the graphical information.	Worksheet: Are these statements consistent with the graphs?		100–120 minutes
7Ug6	Use a range of prepositions preceding nouns and adjectives in prepositional phrases	Focusing on prepositional phrases in talking about means of transport	Worksheet: completion I get to school __ foot Being __ a plane makes me nervous I haven't travelled much ___ train		
7Ug9	Use a limited range of prepositional verbs and phrasal verbs on a range of general and curricular topics	Focusing on prepositional and phrasal verbs in talking about getting to and from school	Worksheet: completion My dad sometimes drops me ___ at school. I usually get __ school at eight.		
7Lo1	Recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics	Listening to issues that students have with their journey to school.	Worksheet: who wishes A they didn't have to get up so early etc.		
7Uf11	Use wish [that] clauses [present reference on a range of general and curricular topics	Focusing on wish that clauses [present reference]	Worksheet: complete with an appropriate verb. 1 I wish school ___ so far away 2 I wish I ____ get the bus.		
7S5	Link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	Talking about what students wished were different in their journey to school.	Worksheet: use the previous 2 worksheets [tick/cross] as a discussion starting point.		

Framework Code	Learning Objective	Activities	Resources	Comments	Time
7S6	Interact with peers to negotiate classroom tasks	Talking about roads and traffic around access points to, and parking areas within and near, the school.	Worksheet: draw an outline of the school and indicate these things on it – vehicle/pedestrian access – main roads/paths etc.		100–120 minutes
7Rd3	Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts	Reading and matching road hazard/safety signs to their meanings	Worksheet: matching signs to their meanings e.g.		
7S3	Give an opinion at discourse level on a range of general and curricular topics	Talking about which signs/ provisions might be usefully put up/made around the school to improve safety for students cycling to school.	A no parking or stopping in this area Worksheet and diagram of school above		
7Wa4	Use with some support style and register appropriate to a limited range of written genres on general and curricular topics	Writing a letter to the headmaster requesting improvements to cycling to school situation.	Guided writing template		
7Wo1	Use appropriate layout for a range of written genres on a growing range of general and curricular topics			Possible display opportunity with signs and diagram of school	

Stage 8: Module 2B: Unit 9: Buildings and Structures

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
8S3	explain and justify their own point of view on a range of general and curricular topics	Talking about the features of large buildings. Students complete labelling	diagrams floor plans and cross-sections of different buildings. parking ___ / l_ _ _ y / base_ _ _ _ / entrance ____ etc..		100–120 minutes
8Ug7	use a growing range of prepositions preceding nouns	Focusing on prepositions used in prepositional phrases with parts of buildings [at/in/on]	worksheet: match a preposition to each of the building features above [to describe location]		
8Ut5	use a range of questions, including questions involving prepositions at what time, in which direction, on a range of general and curricular topics	Focusing on questions formed with prepositions Talking about the world's tallest skyscrapers on a timeline image. [Ask.com]	worksheet: complete each question with a preposition — which building were lifts first used? — which island does Taipei 101 stand?		
8Ld2	understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening to an architect talking about some of the main issues in designing tall buildings	— which site is the building no longer standing? ____which building can you see the Statue of Liberty? etc.		
8Wa3	write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	Writing a postcard from the top of one the world's tallest structures	Worksheet: match a problem to a solution include these words: view lobby feature lift look down below		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
8S3	explain and justify their own point of view on a range of general and curricular topics	Talking about different types of bridge design and what they might be useful for.	worksheet: basic diagrams of arch beam suspension truss cantilever cable-stayed		120-140 minutes
8Rd2	understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading about the strengths and weaknesses of different types of bridges.	True or false? Discuss: Bridges always cross water? Bridges always carry traffic? Some bridges are moveable? etc.	This task can be done as a computer task or by matching projected images to diagrams above	
8S7	use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics	Talking about which bridge to put in which type of environment.	multiple-matching, e.g. which type of bridge might have the longest span		
8Ld2	understand most of the detail of an argument in unsupported, extended talk on a wide range of general and curricular topics	Listening and watching short news reports on the difficulties of bridge maintenance	computer access or projected image task	Nova [US] BBC [UK] good sources for this	
8S6	interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	Working with other students in a bridge 'toothpick' challenge	sentence completion task challenge worksheet e.g. from x toothpicks you have to build a x cm long bridge, capable of supporting x cent coins. materials x toothpicks and one reel of cotton and strip of plasticine per team	display and class photo opportunity	

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
8S4	explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	Talking about issues in home design. Students highlight three things that are an issue in their area and discuss with another student.	worksheet: space noise light environment privacy safety views heating		110–130 minutes
8Uf10	use a wide range of modal forms for a range of functions	Focusing on use of modals + passive structures..	maintenance building costs		
8Uf6	use a growing range of passive forms on a range of general and curricular topics		worksheet: scenarios/ pictures of home problems.		
8Rd1	understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading and following steps in Architect Studio 3D in which students select a client and environment and design a house.	Describe in a sentence what could/should be done. use these verbs: change build knock down extend replace etc.	Internet access required. display opportunity	
8S1	use formal and informal registers in their talk on a growing range of general and curricular topics	Talking about their client and features of their design in a short presentation to the class.	interactive website from Frank Lloyd Wright preservation trust short presentation template		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
8Uf5	use a wide range of active and passive simple past forms	Focusing on passive structures [simple past/past continuous]	worksheet: complete the second sentence so that it has the same meaning as the first.	Internet access	80–100 minutes
8Uf8	use a range of past continuous forms, including a growing range of passive forms				
8Rd1	understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	Reading [researching] on a structure to be included in a class landmark calendar.	discovery worksheet: date building started: date completed: materials used : two things that happened during building: importance of building: etc.	This could be part of wider project involving the visiting, photographing and researching of local structures	
8Rd4	use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	Using digital resources to check meaning of unknown words			
8Wa4	use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics	Writing an entry for a calendar on the history of the construction of student's chosen landmark, using notes above. Project calendar with different entries for whole class to read.	guided writing template	display or publishing opportunity	

Stage 9: Module 2B: Unit 10: Making Presentations

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9Rf1	begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics	Reading a short projected PP presentation on making good PP presentations.	projection of short slide e.g. 6–8 slides complete: with your Top 10 tips from the presentation		110–130 minutes
9Ut6	use infinitive forms after a range of verbs and adjectives, and use gerund forms after a range of verbs	Focusing on the use of gerunds and infinitives after different verbs and adjectives	Avoid Don't be afraid Try not Help participants Don't forget Don't risk etc.		
9Rg3	read a range of extended fiction and non-fiction texts, on familiar and unfamiliar, general and curricular topics, with confidence and enjoyment	Exploring a PowerPoint feature e.g. *adding sound*, by reading a section in a PowerPoint tutorial	give students on cards [one per pair] different PowerPoint features to explore e.g. rehearsing/timing presentation self-running/ kiosk presentation adding sound adding motion incorporating pictures etc..	remind students to refer to their top tips	
9Wo1	use appropriate layout for a range of written genres, on a wide range of general and curricular topics	Writing and making a short PowerPoint presentation on students selected feature to present to class	projection facility	display opportunity during open/parents evenings	
9S1	use formal and informal language registers in their talk on a range of general and curricular topics	Presenting short presentations to class			

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9Ut1	recognise typical features at word, sentence and text level of a range of spoken genres	Listening to a short presentation and noting the key 'signposting' language a speaker users	worksheet: which word or phrase does the speaker use to say … we'll begin by after that…. in particular …. etc.		120–140 minutes
9Ug3	use a range of sentence adverbs, including especially, particularly, and a range of pre-verbal, post-verbal and end-position adverbs, on a wide range of general and curricular topics	Focusing on signposting language in making presentations.			
9Rm1	understand the main points in extended texts on a range of unfamiliar general and curricular topics	Reading about things to avoid when making a presentation/ giving a speech.	worksheet: put a tick by the things that the text recommends and a x by those to avoid.		
9Uf9	use a growing range of past modal forms on a wide range of general and curricular topics	Watching two short presentations, noting down and discussing with another student what presenters could have done better	worksheet: make notes about what each speaker *could have/should have done*.		
9Ld3	deduce meaning from context in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to different speakers having different problems.	What's the problem Speaker 1 : Speaker 2 etc.		
9Uf9	use a growing range of past modal forms, including *must have, can't have, might have* to express speculation and deduction about the past	Telling another student what you think *must have / might have* happened			

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9S6	interact with peers to make hypotheses about a growing range of general and curricular topics	Talking about the kind of things a headmaster might mention in an end of year speech.	worksheet: look at the images e.g. graffiti on a wall retirement card trophy theatre production poster etc.		80–100 minutes
9Ld1	understand specific information in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	Listening to a headmaster making a speech about last and next school year.	worksheet above: tick the things he mentions worksheet: listen again as if you are a reporter listening to extracts of the speech.		
9Uf11	use a range of reported statements and question forms on a wide range of general and curricular topics	Focusing on reporting statements and questions	complete each sentence about one of the extracts He agreed He promised He denied He asked He said he hoped etc.		
9Ut6	use infinitive and gerund forms after a range of verbs	Rewriting reported statements in a different way.			
9Wa2	compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics	Writing a short article reporting the ' headmaster's speech' for the school newspaper	worksheet: complete the second statement so that it has the same meaning as the first. e.g. He promised to improve music facilities He promised that guided writing template		

Syllabus Codes	Learning Objective	Activities	Resources	Comments	Time
9S4	analyse and evaluate the views of others in a growing range of contexts	Talking about an interesting [mystery] headline and speculating what it could be about.	Worksheet: a range of diverse mystery headlines e.g. Fish fall from sky		100–120 minutes
9Rg3	read a range of extended fiction and non-fiction texts on familiar and unfamiliar, general and curricular topics, with confidence and enjoyment	Reading and researching, in pairs, one of the stories in order to prepare a short PowerPoint presentation on it	worksheet: research your story with the following in mind	internet access	
9Wo1	use appropriate layout for a range of written genres, on a wide range of general and curricular topics	Writing a presentation to a guideline.	in your presentation you should include: the headline a subtitle images/video a bare facts slide possible theories slide best guess slide moral of the story slide	computer access projection facility	
9Ug8	spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics				
9S1	use formal and informal language registers in their talk on a range of general and curricular topics	Giving a presentation on the story behind the mystery headline.			

Appendix C: Sample Lesson Plans

These are followed by suggested resources.

- Stage 7: Module 1B: Unit 4 Outdoor Pursuits
- Stage 8: Module 3A: Unit 14 Possessions and Personal Space
- Stage 9: Module 1C: Unit 5 Health and Diseases

Stage 7: Module 1B: Unit 4: Lesson Plan

Week beginning:				UNIT: 4: Module 1B		CLASS: S7	
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual — Description	W/G/I	Resources	Evidence of achievement
20–25 mins	7Ld1	understand with little or no support most specific information in extended talk on a wide range of general and curricular topics	all students identify some target information successfully	Listening to what an indigenous people e.g. Inuit, typically hunt and gather in different seasons.	I	worksheet: calendar to complete; audio player or T read script	Q&A
25–30 mins	7Rg3	read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics with confidence and enjoyment	students succeed in and engage with the task of extracting information from websites	Reading and researching in small groups about a particular hunter-gatherer practice in different parts of the world e.g.	G	cards with activities to research on e.g. cormorant fishing, auk catching in Greenland, elephant logging [one per group] etc.; internet access or print-outs/prepare a list of appropriate websites	O
30–35 mins	7Wa2	compose, edit and proofread written work at text level with some support on a range of general and curricular topics	all students contribute to the production of informative slides	Writing a short power point [or other form] of presentation on researched activity to present to class	G	guided writing template	M
25–30 mins	7S1	use formal and informal registers in their talk on a limited range of general and curricular topics	students use some presentation protocols	Focusing on the language of making slide presentations	G	worksheet matching language to different types of slides	O
10 mins	7S2	ask questions to clarify meaning on a wide range of general and curricular topics	some students ask some questions relevant to short presentations	Students from other groups ask questions at the end of each presentation	W		D

Notes / extension opportunities / homework

The presentation could be turned into short descriptive pieces of writing to form part of a pictorial display on hunter-gatherer practices around the world

Organisation: details of differentiation / groups / adult role (linked to activities)

T may need to spend more time with weaker groups at the presentation composition stage perhaps providing more detailed/structured template guidance

Q&A: question/answer
D: discussion
O: observation
M: marked work

Stage 8: Module 3A: Unit 14: Lesson Plan

Appendix C: Sample Lesson Plans

Week beginning: | **UNIT: 14: Module 3A** | **CLASS: S8**

Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities — Description	W/G/I	Resources	Evidence of achievement
15–20 mins	8S5	modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge	students interact to communicate most meanings successfully despite gaps	Talking about how people can personalise or customise things.	G	worksheet: jeans mobiles jewellery mugs t-shirts birthday cards sports shirts year books	O
25 mins	8Uf6	use a growing range of causative forms	students able to give accurate responses to most questions	Focusing on the use of the causative	G	worksheet: ask another student .. Have you ever .. had a t-shirt made ..had something engraved ..had someone autograph something etc.	Q&A
25–30 mins	8Rd1	understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	students successfully navigate sites to come up with suitable gift ideas for most people	Reading [researching] a personalised gift ideas in pairs	G / I	worksheet: eight characters to find personalised/customised gifts for. / Internet access	O
10–15 mins	8S4	explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics	students discuss pros and cons for gifts for each person	Talking about what would make the best gift.	I	worksheet above	O
22–30 mins	8Wa3	write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support	students can give reasonably accurate product description of each gift that is clear to other students	Writing down descriptions of each on a slip on a paper / Two class members are nominated to be one of gift receivers and nominate which gift idea they prefer	W	slips of paper	D

(see notes below re: differentiation details, etc.)
W: whole class; G: group; I: individual

Q&A: question/answer
D: discussion
O: observation
M: marked work

Notes / extension opportunities / homework

A possible extension for H/W would be for students to go home and design a customised birthday card with messages on for T [imagine 40th or 50th birthday etc..]

Organisation: details of differentiation / groups / adult role (linked to activities)

Observe and support weaker pairs more closely in opening task.

Depending on the group a recap of the forms and common uses of causative to get/ have something done may be necessary

Steer weaker students towards more straight-forward sites.

Stage 9: Module 1C: Unit 5: Lesson Plan

Week beginning:		UNIT: 5: Module 1C			CLASS: S9		
Timing	Framework Ref:	Learning Objectives	Success Criteria	Activities (see notes below re: differentiation details, etc.) W: whole class; G: group; I: individual — Description	W/G/I	Resources	Evidence of achievement
15–20 mins	9S3	explain and justify their own and others' point of view on a range of general and curricular topics	students can explain some key differences in plenary feedback	Talking about the difference in meaning between different words related to health.	G	worksheet: illness – disease cure – vaccination virus – bacteria cold – cough	Q&A
5–10 mins	9Rd4	use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding	students locate target word quickly	Encourage students to look up words if unsure	G	cause – symptom etc. multiple-matching task : answer [b] bacteria [v] virus	Q&A
30–35 mins	9Rm1	understand the main points in extended texts on a range of unfamiliar general and curricular topics	students match most diseases successfully to cause	Reading about diseases caused by bacteria and diseases caused by viruses and how diseases spread.	I	[vb] virus and bacteria worksheet: sentence completion task	D
25 mins	9Ld1	understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	students find most specific information and can comment on it in plenary	Listening about the world 'Spanish Flu' pandemic.	I	worksheet: what military words does the speaker use to talk about disease what words does he use to talk about the 'travel' metaphor	Q&A
25–30 mins	9Ut1	recognise typical features at word, sentence and text level of a range of spoken genres	students are able to note down a variety of words related to key metaphors	Listening and watching 'archive' educational film footage e.g. http://www.archive.org/details/Preventi1940	I W		

Organisation: details of differentiation / groups / adult role (linked to activities) | Notes / extension opportunities / homework

Pair weaker and stronger students together for opening two tasks. | *Ask students to search for different images of viruses and bacteria on internet and make creative pneumonic entries inspired by these with new words learned for diseases on a vocabulary page.*

Q&A: question/answer
D: discussion
O: observation
M: marked work

Appendix D: Opportunities for ICT in the Secondary 1 E2L Framework

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

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

General

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

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

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

1. The IWB provides a very useful way of displaying ideas. The tools can be used to highlight elements, as well as to drag and drop text, etc. This supports the creation of simple activities to support learning.

2. Most IWB software has banks of resources, ranging from still images and text, to animations, flash-based activities and sound files. These are a useful support in teaching, but could also be used by learners working independently. Teachers are strongly advised to explore these before looking elsewhere.

3. All IWB software has the potential to combine text, graphics and sound in a simple way, allowing learners to match words to pictures and/or sounds by dragging and dropping. Such activities can be used to support teaching of varied topics as well as being used independently by learners to consolidate their understanding..

4. As the software allows hyperlinks to be included, this can be used to guide pupils to a specific website or resource for an activity or further study. Learners can also use simple tools within the software to capture any resources they have been using online.

5. As IWB software is very simple to use, learners can develop their own games and activities to support an area of learning and then use these with their peers. As learners have to understand the teaching point to develop the activity, this can be an excellent approach to help consolidate learning.

6. Sound files (normally MP3) can easily be attached to writing or an image using IWB software. This can be used to support learners in understanding concepts.

7. As the IWB software is effective as a word processor and multimedia tool, it can be used by learners to develop class books, and complex text and presentations targeted to different audiences. Music and sound files, images and film can be easily included.

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

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

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

Word processing/publishing software: Word processors can enable learners' use of ICT, especially in cases where the organisation has no IWB hardware or software. Possible uses include:

1. Letters, sounds, words and texts can be produced and learners can use highlighting and formatting tools to select and work with elements of the text as in 1. above

2. Find and replace can be used to locate elements within a text and correct/improve them (for example to correct regular mistakes, change punctuation, detect use of less interesting words, etc.)

3. Dictionary, grammar and thesaurus tools can be used to improve texts and for exploring and discussing vocabulary and grammar.

4. The software can be used to create texts and publications for stated purposes or targeted to specific audiences.

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

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

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

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

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

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

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

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

1. Learners can be encouraged to save and share work online, providing the opportunity to discuss, review and improve their work.

2. Learners and teachers can create blogs to explore and develop ideas around a topic or theme.

3. Groups of learners can create wikis around an area of learning or to support an investigation or problem-solving activity.

4. Learners can engage in online discussion around a topic or idea, or use a discussion board to develop an investigation.

Opportunities for ICT in STAGE 7

READING:	Opportunities for ICT:
	Learners should
Stage 7	Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts Learners read 10 reviews of one mid-range hotel on a website such as TripAdvisor. They create a spreadsheet and classify reviews as negative, positive or neutral. They select three key words from each review to justify their classification.
Stage 7	Understand specific information in texts on a limited range of familiar general and curricular topics, including some extended texts Learners look on news websites for stories about the environment in their area. They discuss in small groups the short- and long-term environmental impact of the stories they have looked at.
Stage 7	Use familiar and some unfamiliar paper and digital resources to check meaning and extend understanding Learners choose a country or city and find online a Festival celebrated in that area. They then investigate further (e.g. Wikipedia) in order to discover the history and meaning of that festival. They present their festivals to each other in groups of three or four.

WRITING:	Opportunities for ICT:
	Learners should
Stage 7	Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics Learners are given an amended electronic text which has errors and irrelevancies in it. They use an editing tool such as Microsoft Word Track Changes to show which corrections and amendments they would make. In small groups they compare and discuss their editing changes, and come up with one final version..
Stage 7	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of genres on general and curricular topics A school microblog is set up, in which learners can discuss two or three changes to school rules which they would like to see implemented.
Stage 7	Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics Learners can be shown where to find online spelling tests which are aimed at their level of ability.

USE OF ENGLISH:	Opportunities for ICT:
	Learners should
Stage 7	Use a range of questions, using a range of different tense and modal forms, on a range of general and curricular topics Learners look at a celebrity Question & Answer article in an online magazine. In groups they choose a celebrity of their own to interview, and prepare questions in electronic format, which they email to another group. The second group answers the questions as if they were that celebrity, and returns the email.
Stage 7	Use infinitive/gerund forms after a limited range of verbs and prepositions Use the IWB to show learners how to use a free online corpus (e.g. British National Corpus). They can use it to discover whether the gerund or infinitive would usually follow certain common words and phrases.
Stage 7	Use a growing range of future forms, including present continuous and present simple with future meaning, on a range of general and curricular topics A packaged holiday itinerary is displayed on the IWB. Learners write sentences on the board to indicate what will happen on certain days of the holiday.
Stage 7	Use a growing range of reported speech forms for statements, questions and commands: say, ask, tell, including reported requests on a range of general and curricular topics In groups, learners access an online health website to find frequently asked questions about some minor injuries, e.g. sprained ankle. They write sentences which report the questions, responses and advice they find there. The sentences are put on the IWB and the other groups have to guess the injury.

LISTENING:	Opportunities for ICT:
	Learners should
Stage 7	Understand extended narratives on a range of general and curricular topics Use the IWB to show a TV programme or short film about an aspect of American history. Learners take notes and discuss further information they would like to know on that subject. They use Wikipedia for further research.
Stage 7	Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics A map is displayed on the IWB. Learners take it in turns to give and follow prepared directions to particular places on the map.
Stage 7	Recognise the opinion of the speaker(s), with little or no support, in extended talk on a wide range of general and curricular topics Learners are shown how to access radio news programmes such as those found on the BBC World Service. In groups they choose one current story, and they report back to class on differing opinions relating to that news topic.

SPEAKING:	Opportunities for ICT:
	Learners should
Stage 7	Ask questions to clarify meaning on a wide range of general and curricular topics The teacher uses class mobile phones to leave voicemail messages for groups of learners to listen to regarding an arrangement to meet up for an evening appointment, e.g. a trip to the cinema. Learners must leave voicemail messages in return to seek clarification of what/where/when. The teacher then leaves messages in response etc.
Stage 7	Link comments, with some flexibility, to what others say at sentence and discourse level in pair, group and whole class exchanges Learners watch a short TV debate, and pick out the language used to raise points, agree and disagree. They then choose a subject of their own to debate in small groups and aim to use some of the expressions learned.
Stage 7	Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics Learners record a short film or audio in which they give advice on how young people should stay fit and healthy.

Opportunities for ICT in STAGE 8

READING:	Opportunities for ICT:
	Learners should
Stage 8	Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding Learners in groups use the internet to research a natural disaster, e.g. Indonesian tsunami. They prepare a PowerPoint presentation to explain to the class what they have discovered.
Stage 8	Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts Learners in pairs are directed to an online article about Personality Types. They are asked to work separately to pick out the five or six main points of the article. They then work in pairs to compare their lists.
Stage 8	Recognise the attitude or opinion of the writer on a growing range of general and curricular topics, including some extended texts Learners in groups look at a range of online reviews of a recently released film, book or CD. They compare the opinions of different writers and highlight the key words that indicate that writer's opinion.

WRITING:	Opportunities for ICT:
	Learners should
Stage 8	Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics Learners brainstorm, using mind-mapping programme, what they should include in a written text about their favourite building.
Stage 8	Write with moderate grammatical accuracy on a growing range of general and curricular topics, with limited support Learners work in pairs on a computer to create parts of a story titled 'It happened last summer'. They then email the first part to a different pair, who have to continue the story. This continues for five turns.
Stage 8	Punctuate a range of written work with accuracy on a range of general and curricular topics Learners in small groups are given an electronic text with limited or no punctuation. They are asked to punctuate the text. They then show the class on the IWB how they have punctuated the text. The rest of the class have to decide whether the text is now acceptable, or whether further changes are required.

USE OF ENGLISH:	Opportunities for ICT:
	Learners should
Stage 8	Use a growing range of complex noun phrases on a range of general and curricular topics Use the IWB to show learners how to use a free online corpus (e.g. British National Corpus). They are then given selected noun phrases. They look at the corpus in order to see how the phrases are used in sentences.
Stage 8	Use a wide range of active and passive simple present and past forms Learners download an online article about a great expedition. They then try to change as many of the active sentences into passive forms as they can, and vice-versa.
Stage 8	Use if only/wish (that) clauses on a range of general and curricular topics In pairs, learners look on youtube to find clips of people doing silly things, having minor accidents. They write sentences about what the person might wish they had/hadn't done. They present the clips and sentences to the class on the IWB.

LISTENING:	Opportunities for ICT:
	Learners should
Stage 8	Understand most specific information in unsupported, extended talk on a wide range of general and curricular topics Prepare questions to put on the IWB related to a recent news programme. Learners watch the news and answer the questions. The class discusses the answers afterwards.
Stage 8	Recognise typical features at word, sentence and text level of a growing range of spoken genres Download a range of advertisements for shops on local or national radio websites. Play them to the learners and ask them to pick out the language that they feel is typical of advertisements of this type.
Stage 8	Recognise the opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics Download two youtube videos with differing opinions on the causes of World War 1. Learners take notes and compare the opinions of the speakers. Groups can discuss which they feel most convinced by.

SPEAKING:	Opportunities for ICT:
	Learners should
Stage 8	Use formal and informal registers in their talk on a growing range of general and curricular topics Use the IWB to put up a range of different common expressions connected with daily routines. Learners drag and drop the expression into a grid to indicate whether they feel the expressions are more formal or informal.
Stage 8	Explain and justify their own point of view on a range of general and curricular topics In groups, learners make three-minute video clips to explain who their favourite sports person is, and why. The clips are shown to the whole class, and a vote is taken at the end.
Stage 8	Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics In groups, learners research online a river trip that they could make in their own boat. They prepare a PowerPoint presentation of their itinerary, and what they would need to take with them. They also explain why they chose that particular route, and why they chose to include or omit certain items.

Opportunities for ICT in STAGE 9

READING:	Opportunities for ICT:
	Learners should
Stage 9	Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment Learners choose three books that are in the school library; they then check online sites that contain reviews, e.g. Amazon, to decide which of the books they think they will enjoy reading the most
Stage 9	Understand the main points in extended texts on a range of unfamiliar general and curricular topics Learners choose a 20th century musician they are interested in. They search online to find out what they can about this musician, and then create a CV for that person, imagining that they are applying for a place in a musicians' hall of fame.
Stage 9	Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding In groups, learners are asked to search online for health and fitness advice. They prepare a talk for the class, giving advice on how to become less healthy and fit.

WRITING:	Opportunities for ICT:
	Learners should
Stage 9	Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics Learners work together to create a PowerPoint presentation on population changes in their area over the last 100 years, researching local government websites for information.
Stage 9	Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics In groups, learners compose a text about the industrial revolution in their country. They use editing software to improve word choice and select cohesive devices.
Stage 9	Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics In groups, learners use **www.worksheetgenius.com** to create spelling tests. They then test the other groups using the tests they have created.

USE OF ENGLISH:	Opportunities for ICT:
	Learners should
Stage 9	Use a wide range of quantifiers for countable and uncountable nouns on a wide range of general and curricular topics Learners use an online corpus (e.g. British National Corpus to check which quantifiers seem most common with particular countable and uncountable nouns, and note down examples of how the expressions work at phrasal level.
Stage 9	Use a range of compound adjectives on a wide range of general and curricular topics Learners practice matching compound adjectives in the exercises found at **www.englishmedialab.com**
Stage 9	Use a range of future active and passive forms and a growing range of future continuous forms on a wide range of general and curricular topics Download a talk about the future of digital technology. Learners take notes and write sentences about what the speaker considers will happen. Use the IWB to transform sentences from active to passive, and vice-versa.
Stage 9	Use a range of reported statements and question forms on a wide range of general and curricular topics Learners read online interviews with sports people, TV stars, politicians, and highlight the reported speech forms used in those interviews. They are asked to write what they think the famous person actually said in each case.

LISTENING:	Opportunities for ICT:
	Learners should
Stage 9	Recognise typical features at word, sentence and text level of a range of spoken genres Download three-minute clips of a range of different TV programmes. Ask learners to note down words and expressions that they think are typical of that type of programme.
Stage 9	Recognise the attitude or opinion of the speaker(s) in unsupported, extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics Download two youtube videos with differing opinions on the importance of renewable energy resources. Learners take notes and compare the opinions of the speakers. Groups can discuss which they feel most convinced by.

SPEAKING:	Opportunities for ICT:
	Learners should
Stage 9	Explain and justify their own and others' point of view on a range of general and curricular topics Learners create a PowerPoint presentation about their job or a job they would like to do, highlighting aspects of the job that they (would) like or dislike. They present it to other members of their group.
Stage 9	Modify language mistakes in their talk which cause misunderstanding Write on the IWB a range of sentences which show mistakes from the learners' recent written work, highlighting useful areas for study or common mistakes with that group. Learners make changes to the sentences until they are happy as a group that they are correct.
Stage 9	Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics In groups, learners choose a particular country or region, and research online the culture and customs of that place. They record a short film about the customs of that area which they can show to the class, and they also present vocabulary which is helpful in understanding the customs that are highlighted.

Appendix D: Opportunities for ICT in the Secondary 1 E2L Framework

Appendix E: Planning Templates

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

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

Long-Term Planning Template 1

Scheme of Work – An Overview

Stage X

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

Notes:

- *Terminology can vary although consistency is recommended within a school*
- *An audit of the learning objectives for the whole stage is recommended to ensure coverage[1]*
- *Each objective may be revisited in different ways in different units to continue to develop new skills in different contexts*
- *Some learning objectives will be ongoing throughout the stage – a grid to show this is recommended[2]*
- *Detail of the ongoing objectives may be given in an outline plan[3]*

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[1] See audit tool.
[2] See table of ongoing objectives.
[3] See table of ongoing work.

Long-Term Planning Template 2

Learning Objectives – An Audit Tool

Framework Code	Learning Objective	Ongoing (O) Term ref (T1, T2, T3)

Notes for completing the audit (check) of objectives:

How to complete the sheets:

- *Syllabus codes will be entered in the order that they appear in the framework*

- *Learning objectives will appear in full*

- *The final column will give a clear overview of coverage. Where an objective is addressed in more than one unit, all of the relevant units will be listed. If it is an ongoing objective then it will appear as 'O'*

How to use the information collected on the sheets:

- *The right hand column will show how often an objective appears in the whole scheme*

- *For other objectives, how often each one appears in the whole scheme will be recorded. Some objectives will be taught more than once (but not as often as 'ongoing' ones!)*

- *The whole audit will help to achieve a balance, ensuring that coverage is sufficient and/or not too frequent at the expense of others*

- *A final adjustment may be required to make sure that all objectives are taught for, and at, an appropriate time*

- *Also, by doing this alongside the long term planning of units, the grouping of objectives can be changed before too much work has been done on medium-term plans*

Long-Term Planning Template 3

Learning Objectives – An Overview

Framework Code	Learning Objective

Notes for completing the overview sheets:

How to complete the sheets:

- *The number of lines in the table will match the total number of learning objectives for the stage. Several sheets may be required*

- *Objectives and framework codes will be entered in the order that they appear*

- *Learning objectives will appear in full*

- *The learning objectives can be colour coded:*

    - *Ongoing*

    - *A different colour for each term – <u>once only</u> when it is first introduced:*

        Term 1

        Term 2

        Term 3

How to use the information collected on the sheets:

- *The resulting overview is another kind of checklist to ensure coverage. It also shows whether too much is being introduced in the first term which may not be a balanced way of delivering the framework*

- *By doing this alongside the long term planning of units, the grouping of objectives can be changed before too much work has been done on medium-term plans*

- *The number of lines in the table will match the total number of learning objectives for the stage.*

- *Syllabus codes will be entered in the order that they appear.*

Medium-Term Planning Template 1

Stage

Unit: Title:

Framework Codes	Learning Objective	Activities	Resources	Comments	Time

Notes:

- *There may be more than one syllabus code in each block, e.g. if scheme considers weekly blocks within the whole unit. Objectives will be listed to match the first column*

- *The activities are given in outline only*

- *Main resource needs are required to enable strategic planning, e.g. spending*

- *This plan will require a statement in the opening rationale regarding prior knowledge*

- *Comments will highlight specific details:*

  – *where something requires advance preparation*

  – *where different assessment strategies may be in place, e.g opportunities for active assessment (details will be in short-term (lesson) plans)*

Medium-Term Planning Template 2

Stage

Unit: Title:

Framework Codes	Learning Objective	Activities	Resources

Notes:

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

Short-Term Planning Template

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

Notes:

- The plan can be formatted to view a week at a time and not every lesson – **this is important to support manageability**

- Most of the plan is self-explanatory. It seeks to include most of the desirable elements. It is possible to expand the format to A3 but this risks the planning process taking too long for the time frame – also sometimes the detail required will be brief

- Class organisation is crucial to the plan working properly including differentiation and the role of additional adults. Plans can be shared to make expectations clear

SUCCESS CRITERIA:

- These are an essential part of planning and should be clear and manageable

- These may be part of active assessment activities where students determine the criteria. In planning, teachers need to write a broad outline of anticipated suggestions

Version 2

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