Integrated Curriculum for Secondary Education
English - Years 1 and 2

Ministerio
de Educación, Cultura
y Deporte

CNIIE

Literature

Meaning

Digital

Language

speaking

Assessment

Literacy

Writing

English

Text

Creativity

Integrated Curriculum for Secondary Education

English - Years 1 and 2

GOBIERNO
DE ESPAÑA

MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE

MINISTERIO DE EDUCACIÓN, CULTURA
Y DEPORTE
Centro Nacional de Innovación
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General introduction to the MEC/British Council Bilingual Project

1. Project background and objectives

The MEC/BC bilingual project, initiated in 1996 in primary as a unique experiment within the Spanish state education system, and in September 2004 the classes that had started their bilingual education 8 years earlier took the project forward into Secondary schools.

The formal agreement between the MEC/BC states that the aim of the project is to provide students from the age of three to sixteen with a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales.

The implantation of such a curriculum requires, firstly, with regard to English as a subject, a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language; secondly, a similar new methodology for teaching and learning other curricular areas through English. Such an integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for students to be competent in three European languages by the end of the obligatory period of Secondary Education and that the learning of the first foreign language should begin in the early years of formal education. In addition to this, the secondary integrated curricula have consistently focused on the continuing development of students' skills and learning strategies, thus firmly establishing learning as a lifelong process.

The specific objectives of the Project in the Secondary education level are to:

- Continue the acquisition and learning of both languages through an integrated content-based curriculum.
- Encourage awareness and understanding of the diversity of both cultures.
- Facilitate the exchange of teachers and students.
- Encourage the use of modern technologies in learning other languages.
- Promote the certification of studies under both educational systems, if and when appropriate.

2. Rationale: curriculum document for Secondary Education

The current documents have been designed as the logical continuation of the Integrated Curriculum for Primary Stage. It includes:

- A clear delineation of the contents to be taught in English, Science and Geography and History for the level of 1st and 2nd year of Secondary Education.
- A definition of the linguistic and scientific skills and of the attainment targets students are expected to reach.
- A choice of resources to be used by teachers.

3. Constitution of the working parties

The present documents were written by three working parties (English, Science and Geography and History) consisting of Spanish and British Primary and Secondary teachers, who have worked on the Project for more than three years, and contributed with their experience to bridge the gap between both levels.

4. Approach adopted by the working parties

The members of the combined working parties exchanged their knowledge and teaching experience to produce a document in which the language and skills acquired by pupils in primary are brought together and built to provide coherence and progression to the curricula.

Both the Spanish and English curricula were studied in depth in order to produce a Spanish/English integrated curriculum comprising both content and methodological approaches.

5. Subjects to be taught in English

The areas in which English must be taught, targets reached and students evaluated will be the following:

- English, language and literacy.
- Science.
- Geography and History.

Secondary students must have 5 English sessions per week; Science and Geography and History will have the same hours allocated as those in the current Spanish education system.

Each school may include other subjects, if their timetable permits, if and when their contents and methodology follow the bilingual project guidelines.

6. Roles of teachers in the project

The bilingual project has been most successful in those primary schools in which it has been perceived as an integrated programme involving heads, all teachers, and parents. This was possible due to the coordination between all members of staff. Where teachers had time and opportunity to meet, plan and obtain feedback, it was noticeable how much higher the standards were.

The transition to Secondary Education has similarly shown that coordination is still an essential element for the bilingual project to be successful. However, coordination in Secondary Education is to be undertaken along two dimensions:

- With the Primary school. It is essential for Secondary teachers to keep in touch with their Primary colleagues so as to obtain maximum feedback and information about the students themselves and knowledge of materials, skill development, and methodology. Many Secondary schools initiated this type of contact even before receiving the first class of bilingual students (by means of visits, meetings with their Primary colleagues or even joint teaching sessions). It is therefore essential for this contact to continue now that the bilingual project has passed into Secondary education.

- Secondary teachers must coordinate among themselves. This involves:

  - English teachers meeting often enough for everyone to be aware of progress. In the development and evaluation of the bilingual project, the English department should be involved as a whole.

  - Teacher coordination amongst English and Science and/or Geography and History teachers to discuss the way the bilingual project as a whole is developing. This interdepartmental coordination becomes increasingly essential in order to cater for more complex learning needs. Issues which traditionally have not been part of subjects, such as linguistic awareness for Science or Geography and History teachers, or non-fiction texts, for English teachers must be dealt with and require co-operative planning and negotiation.

7. Attainment targets

At the end of the 1st and 2nd year, for English, Science and Geography and History, there should be an approximate profile for each class:

- 20% students at band 1 (lowest)

- 70% students at band 2

- 10% students at band 3 (highest)

The curriculum writers have offered these bands by way of reference; if these targets are not being achieved then this should lead to a school management examination of:

- The number of hours being spent on the English part of the curriculum.

- Methodological approach and use of resources.

- Coordination among teachers.

- The need to challenge students and raise standards of expectation.

Literacy and independent learning in year 1

1. What is Literacy?

Literacy is much more than just the teaching of the mechanics of reading. It is the ability to extract meaning fr ge of texts and to manipulate language for a specific purpose. It encompasses the four skills of language: understanding, speaking, reading and writing. An integration of these skills provides the pupil with greater success in English because the more literate the students become the more independent they become as learners.

In addition, learning through an integrated curriculum gives students the opportunity to apply these skills to other subjects. As students become more confident and literate, their knowledge of, and control over language will become more secure.

2. How should Literacy be developed within a Whole-School Context?

Literacy is essential but must not be confined to the English lesson. It must be developed in the other subject areas being taught in English. As Literacy cannot be taught using traditional EFL methodology or textbooks, schemes of work must be produced using the objectives and contents of this curriculum alongside authentic texts.

3. How should Speaking and Listening be encouraged?

Speaking and listening with confidence depends upon pupils' motivation and involvement. They speak and listen best when the information is meaningful and interesting to them, and has a clear purpose. It must not be forgotten that speaking and listening are skills which should be taught and assessed using the curriculum objectives.

4. How should Writing be encouraged?

Students should practise modelling their writing from given texts and using writing frames (e.g. sentences, linking words, story sequencers...). It is essential that students should be taught to draft and redraft, peer evaluate and self-evaluate their work and be responsible for their own development as writers.

5. How do we encourage students to become Independent Language Learners?

Students must always speak in English in class which will encourage them to find coping strategies to communicate their message. They should also be encouraged to speak in English to project teachers outside of the classroom.

In their free time, especially during the long summer break, students should be advised to watch films, read books and listen to English on the Internet.

In Reading and Writing, students will become more independent language learners through the skills gained through Word, Sentence and Text level Objectives in the Curriculum.

The objectives focus on Word Formation, Learning to Learn Strategies, Grammar Competence and Sentence Construction and Punctuation.

Where possible, students should have access to a wide range of books dedicated to the project. They should be able to select books to read at home on a regular basis. Internet access should be provided wherever possible.

Contents for year 1

1. Listening and speaking objectives for year 1

To **listen**, understand and respond to others, all pupils will be able to:

- Sustain their attention.
- Listen in a variety of situations.
- Listen to recordings or other media.
- Ask relevant questions to clarify understanding and extend ideas.
- Listen for specific information, identify key points in discussion and evaluate what is heard...
- Identify the gist. *[See teacher tip 1]*.
- Show understanding of important features of a variety of texts.
- Identify the features of different types of texts, and identify the purpose (to persuade, instruct or entertain) and audience.
- Listen and respond to others appropriately, taking into account what is said and showing respect.

To **speak** with growing confidence in a range of contexts, pupils will be able to:

- Speak audibly and clearly.
- Read aloud a variety of texts.
- Re-tell and attempt to paraphrase.
- Choose and use relevant vocabulary.
- Use question forms correctly.
- Respond to questions appropriately and justify answers.
- Organise ideas coherently.
- Begin to express complex ideas.
- Speak in a range of contexts (formal, informal); adapting what is said (register) to purpose and audience.
- Describe experiences and feelings.
- Argue and persuade.
- Give instructions.
- Analyse their own performance to improve. *[See teacher tip 2]*.
- Take a variety of roles in group interaction.

2. Reading and writing targets for year 1

General aims		
WORD	**SENTENCE**	**TEXT**
Students will be able to: 1. Use grammatical, contextual and graphic knowledge to decipher unknown words when reading texts. 2. Organise words with similar patterns or related meanings and classify words into banks. 3. Recycle new words and previously studied vocabulary in their writing. 4. Use a dictionary or spell check and/or thesaurus to improve their writing. 5. Analyse how different text types use specific vocabulary for effect.	Students will be able to: 1. Analyse how different text types use different sentences for specific effects. 2. Adapt their writing to the intended reader for a specific purpose, by changing vocabulary, tone and sentence structures to suit, e.g. re-writing as a newspaper article and diary entry. [See teacher tip 3]. 3. Draft their written compositions. 4. Peer- evaluate each other's work; reading once to evaluate the content and creativity; then a second reading for accuracy. 5. Proof-read their own work; looking for only one type of mistake in every reading. 6. Edit their own work. 7. Use a dictionary and/or thesaurus when necessary.	Students will be able to: 1. Read different types of text analysing the following: • Audience. • Purpose. • Generic features of a text. • Structure. • Sequence. • Themes. • Layout/ design/ use of illustrations. • Author's intention.

WORD

WORD CLASSES

Students should:

1. Begin to expand their knowledge and use of different parts of speech: verbs, adverbs, adjectives, nouns and connecting words.
2. Identify, understand, classify, and use the new vocabulary in context in a variety of texts.

PARTS OF SPEECH: WORD FORMATION

Students should:

1. Work on word roots to learn to decipher meaning and spelling rules.
2. Use texts to identify and classify common **prefixes** e.g.: *anti-, auto-, bi-, circum-, co-, ex-, mis-, non-, trans, tele*-; use the knowledge of these prefixes to generate words from root words, e.g. *mislead, misplace*.
3. Use texts to identify and classify common **suffixes**; *.-ly, -ful, -less*; use the knowledge to clarify typical spelling mistakes and to generate words from root words, e.g. *hope /hopeful / hopeless.*
4. Practice transforming root words into some of the following examples: tenses: *-ed, -ing*; negation: *un-, im-, il-*; comparatives: *-er, -est, -ish;* verbs to nouns, e.g. *-ion, -ism, -ology;* nouns to verbs: *-ise, -ify, -en.*

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WORD (cont.)

PARTS OF SPEECH: WORD FORMATION (cont.)

Students should work on connecting words and phrases by:

1. studying how points are typically connected in different kinds of texts;
2. classifying useful examples for different types of text, for example, by position (*besides, nearby, by)*, sequence *(firstly, secondly...),* logic *(therefore, so, consequently)*;
3. writing these connecting words or phrases in their own writing.

LEARNING TO LEARN STRATEGIES ON SPELLING

Some of the following learning to learn strategies have briefly been mentioned in the general word level aims.

Students should:

1. Correct their misspelled words, identified by the teacher, in their own writing.
2. Use dictionaries and thesauruses in order to:
   - understand unknown words; students should only refer to monolingual dictionaries;
   - understand the meaning but gradually to write the definition of unknown words in their own words;
   - some use of bilingual dictionaries may be appropriate in individual writing by weaker students;
   - understand the purpose and organisation of the thesaurus, and make use of it to find synonyms;
   - use synonyms to improve the quality of their own writing;
   - develop precision and accuracy in expression when redrafting.
3. Encourage students to keep personal vocabulary books to collect and define new words in all subject areas; and recycle, when possible, the new words in other subject areas.
4. Practise brainstorming the words/ideas they will need before they approach planning and drafting their writing.

VOCABULARY EXTENSION

Students should:

1. Become aware of the difficulties when choosing a synonym because of the different shades of meaning e.g. *thin, slim, skinny*.
2. Build up a word bank where very basic, commonly used words (from Primary school) are now substituted by synonyms, and their corresponding shades of meaning.
3. Explore **homonyms** which have the same spelling but different meaning. Explain how they can be distinguished in context. E.g. *form* (shape or document).
4. Practise and extend vocabulary through poetry, exploring the rhetorical devices used and their effect on the reader. E.g. *onomatopoeia.*
5. Collect, in their vocabulary book, idiomatic phrases, clichés, metaphorical expressions, collocations, common expressions.

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SENTENCE

GRAMMATICAL COMPETENCE

Students should use the conventions of standard English correctly:

1. Subject + verb agreement.
2. Identify and classify examples of the 1st, 2nd and 3rd person from readings.
3. Correct and consistent use of tense (past, present, present perfect and future active).
4. Analyse how different tenses are used in different texts.
5. Use the tenses in context in their own writing.
6. Consolidate the use of *be, have got.*
7. Consolidate the use of: modal verbs (followed by infinitive); auxiliary + infinitive.
8. Consolidate previous work on sentences, by changing: statement to question; questions to imperative; positive to negative forms.
9. Understand the difference between direct and reported speech through:

   • Finding examples and work on the above from a text.

   • Discussing contexts and reasons for using particular forms and their effects.

   • Transforming direct speech into reported speech and viceversa, noting changes in punctuation and words that have to be changed or added.

   • Experimenting with transforming tense/ form/person in these examples.

SENTENCE CONSTRUCTION AND PUNCTUATION

Students should further their awareness of sentence structure effectively by:

   • Clarifying meaning using: full stops, capital letters, apostrophes, commas, colons and speech marks.

   • Varying the length of their sentences. Simple and compound.

   • Understanding how and why paragraphs are used; and paragraph their own work.

TEXT

READING

1. Identify typical story themes and narrative order.
2. Read stories from other cultures and identify the social, moral and cultural issues. [See teacher tip n. 4].
3. Identify and discuss main and recurring characters, evaluate their behaviour and justify views.
4. Understand how settings influence events in stories and how they affect characters' behaviour.
5. Understand the use of expressive and descriptive language.
6. Recognise different points of view, both implicit and explicit, in a text.
7. Learn about a variety of authors and share and discuss their views.
8. Start to identify how writers use literary devices to achieve effects on the reader.
9. Start to identify different layers of meaning in a text.
10. Prepare, read and perform play scripts, charting the build-up of a play scene and noting differences between genres.
11. Identify and start to comment on different types of texts, including content, structure, vocabulary, style, layout, purpose (to persuade, inform, and explain) and intended audience.
12. Understand and use the terms fact and opinion, and distinguish the two when reading.
13. Use skimming and scanning skills.
14. Identify and read a range of non-literary texts (e.g. Instructional) for their impact, appeal, honesty and presentation.
15. Develop information gathering skills.

WRITING

1. Write openings and endings, scenes and characters.
2. Develop settings.
3. Focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes.
4. Use figuratively language.
5. Use paragraphs to organize and develop detail.
6. Use different ways of planning writing, e.g. brainstorming, notes and diagrams.
7. Organise text showing development and structure.
8. Describe characters effectively.
9. Convey feelings, reflections or moods in a poem through the careful choice of words and phrases.
10. Write poems, based on themes from books and personal experience.
11. Write play scripts based on own reading, oral work, and personal experience in order to persuade and advise.
12. Write book reviews for a specified audience, based on evaluations of plot, characters and language.
13. Collect information from a variety of sources and present it in a one simple format such as a wall chart or labelled diagram.
14. Use IT, discussing relevance of layout, font, etc.
15. Experiment with recounting the same event in a variety of ways.
16. Plan, write, and edit short explanatory texts, focusing on clarity, conciseness and impersonal style.
17. Write clear instructions.
18. Make clear notes through identifying purpose, key points, and abbreviation and write them into connected prose.
19. Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.
20. Present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively.
21. Write newspaper style reports by composing headlines, using IT to draft and layout reports, organising writing into paragraphs.
22. Look at the purpose of advertising and analyse the importance of image.
23. Draft an individual, group or class letter for real purposes, e.g. put a point of view, comment on an emotive issue, protest; edit and present to finished state.

ENGLISH AND INFORMATION COMUNICATION TECHNOLOGY (ICT)

GENERAL AIMS

Students should:

- Become regular users of ICT, as this is an essential life skill for their everyday life and future employment.
- Use ICT as a very useful tool to learn confidently, creatively but also safely and responsibly.

WHEN FINDING INFORMATION

Students should:

- Consider what information they need to search for using ICT.
- Use ICT tools safely and responsibly to find information.
- Use and refine their search methods to gather relevant information for the task they have been given. E.g. an oral presentation, a speech, a biography.
- Be critically aware of the reliability of the source and not take all information at face value.

WHEN DEVELOPING IDEAS

Students should:

- Edit and paraphrase the information they have gathered for their task in their own words lifting useful, new vocabulary but not whole sentences or paragraphs.
- Draft and redraft their writing using ICT tools.
- Explore ways to use ICT techniques to present their information for a particular: purpose, audience and effect.

WHEN EVALUATING THEIR WORK USING ITC

Students should:

- Review, make alterations and evaluate their own work, reflecting on their use of ICT to improve the quality of their work.
- Peer evaluate the work that has been carried out using ICT; reflecting on the way they have worked with ICT and what they have learnt to improve on future work with ICT.

3. Levels of attainment

Bands of Attainment for ESO Year 1					
Oracy / Speaking and Listening					
	Beginners	**Band 1**	**Band 2**	**Band 3**	**Extended**
General talking and listening	Can talk about matters of immediate interest.	*Can talk and listen with some confidence particularly where topics interest them.*	*Can talk and listen confidently in various contexts, exploring and communicating ideas.*	*Can talk and listen confidently in different contexts, exploring and communicating ideas.*	Can talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
How you speak	Can convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	*Can speak clearly and use a growing vocabulary when developing and explaining their ideas.*	*Can begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.*	*Can suggest changes in vocabulary and style which would improve talk.*	Can engage the interest of the listener, beginning to vary expression and vocabulary. Can evaluate talk and understand how changes in vocabulary and style can improve its quality.
Question forms	Are aware of question forms.	*Are aware of question forms and use them on occasion.*	*Can use some question forms, appropriately.*	*Can sometimes use a variety of question forms.*	Can use a variety of question forms confidently.
Purpose and audience	Can convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	*Can show awareness of the needs of the listener by sometimes including relevant detail.*	*Can adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.* *Can express an opinion simply.*	*Can adapt talk to purpose and audience: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons on occasion.*	Can develop talk purposefully and when expressing opinions provide reasons to support their views.
Register	Are aware of basic differences between formal and informal situations.	*Are aware that in some situations a more formal language and tone of voice are used.*	*Are beginning to be aware of standard forms and when they are used.*	*Can use appropriately some of the features of standard English vocabulary and grammar.*	Can begin to use standard English in formal situations.
Active listening skills	Can listen and sometimes respond appropriately to others.	*Can listen carefully and respond appropriately to what others say.*	*Can show they have listened carefully, through relevant comments and questions.* *Can show understanding of the main points of a discussion.*	*Can listen carefully in discussion, making contributions and asking questions that are responsive to others' ideas, needs and views.*	Can pay close attention to what others say in discussion, asking questions to develop their talk purposefully and making contributions that take into account others' views.
Comprehension	Can listen to texts and repeat some content.	*Can listen to texts and repeat some important details.*	*Can listen to texts and repeat all important details.*	*Can listen to texts and attempt to paraphrase content.*	Can listen to texts and paraphrase content.
Text features	Can listen to texts and make a few comments about their features.	*Can listen to texts and show some awareness of purpose and audience.*	*Can listen to texts and identify purpose and audience.*	*Can listen to texts and comment on features and identify purpose and audience.*	Can listen to texts and begin to analyse features and identify purpose and audience.

Bands of Attainment for ESO Year 1

Reading

	Beginners	Band1	Band 2	Band 3	Extended
Identifying texts	Can recognise familiar words in simple texts.	*Can generally read simple texts accurately showing understanding.*	*Can read a range of texts fluently and accurately, and show understanding.*	*Can usually read and understand fluently and accurately a range of texts, and show understanding.*	Can thoroughly understand a wide range of texts.
Understanding meaning	Can use their knowledge of letters and sound-symbol relationships in order to read words and establish meaning occasionally with support.	*Can use more than one strategy (phonic, graphic, syntactic, and contextual) in reading unfamiliar words and establishing meaning.*	*Can use appropriate strategies in order to read independently and establish meaning.*	*Can use appropriate strategies in order to read a range of texts independently and establish meaning.*	Can use appropriate strategies in order to read a wide range of texts independently and establish meaning.
Response to a variety of texts	Can express their response to poems, stories and non-literary texts by identifying aspects they like.	*Can express opinions about major events or ideas in stories, poems and non-literary texts.*	*Can show understanding of the main points of a variety of literary and non-literary texts, and express preferences when responding to them.*	*Can show understanding of significant ideas, themes, events and characters when responding to a range of texts.*	Can select key points and respond to texts identifying features, themes, character and setting.
Comprehension of non-fiction texts	Can read non-literary texts and make some comment about their features.	*Can read non-literary texts and show some awareness of layout, purpose and audience.*	*Can read non-literary texts, identify purpose and audience.*	*Can read non-literary texts and comment on features: layout, purpose, audience, structure.*	Can read a range of non-literary texts and comment on features: layout, purpose, audience, structure.
Identifying gist	Can recognise the gist of a text.	*Can recognise the gist of a text.*	*Can refer to gist to explain their ideas.*	*Can refer to the text when explaining their views.*	Can select relevant words, phrases and information to support their views.
Language manipulation	Can read texts and repeat some content.	*Can read texts and repeat some important details.*	*Can read texts and repeat all important details.*	*Can read texts and attempt to paraphrase content.*	Can read texts and summarise content.
Writer's effects	Can make some use of the words they are given.	*Can begin to recognise with support that certain words cause effects on the reader.*	*Can recognise with support that certain words cause effects on the reader.*	*Can recognise that certain words cause effects on the reader.*	Can suggest words and phrases which cause an effect on the reader.
Reference skills	Can retrieve information using basic strategies.	*Can occasionally locate and retrieve information in more than one format.*	*Can usually locate and retrieve information from more than one source.*	*Can locate and use ideas and information on a specific topic effectively from more than one source.*	Can retrieve and collate information from a range of sources.
Inference and deduction	*only for advanced students	**only for advanced students*	**only for advanced students*	*Can begin to use inference and deduction when responding to a range of texts.*	Can use inference and deduction.

Bands of Attainment for 1ºESO

Writing

	Beginners	Band 1	Band 2	Band 3	Extended
Meaning and form	Can communicate meaning through simple words and phrases.	*Can communicate meaning, showing some awareness of form and reader.*	*Can produce organized, clear writing, adapting their writing to the reader.*	*Can produce lively writing in a range of forms.*	Can produce varied and interesting writing which conveys meaning clearly in a range of forms for different readers, using a more formal style where appropriate.
Sentence structure and ideas	Can occasionally write in simple sentences.	*Can sometimes develop ideas in sentences, coherently.*	*Can usually use sequences of sentences to develop ideas.* *Can organize words into paragraphs.*	*Can sustain and develop ideas.* *Can use organised writing for purpose, and to engage the reader's interest.* *Can state opinions and support them with some reasons.* *Can use paragraphs effectively.*	Can sustain and develop opinions from ideas. Can express opinions, supported by reasons. Can organise simple and complex ideas into paragraphs.
Vocabulary	Can use basic and appropriate vocabulary.	*Can use appropriate and interesting vocabulary.*	*Can choose words for variety and interest.*	*Can make adventurous word choices, sometimes using words for effect.*	Can make imaginative word choices and use words precisely.
Spelling	Can usually spell simple, monosyllabic words correctly and any inaccurate alternative is phonetically plausible.	*Can usually spell accurately including polysyllabic words.*	*Can use their knowledge of word patterns to spell new words correctly.*	*Can spell accurately, in general and any inaccurate alternative conforms to regular patterns.*	Can spell complex words correctly.
Punctuation	Are aware of how full stops are used.	*Can produce sequences of sentences, appropriately punctuated.*	*Can accurately punctuate simple sentences.*	*Can usually punctuate complex sentences and begin to use punctuation within the sentence, including inverted commas for speech.*	Can use a range of punctuation accurately.
Handwriting	Can produce legible handwriting.	*Can produce legible handwriting and adequate presentation.*	*Can produce legible handwriting and present work well.*	*Can produce clear, legible handwriting and adapt presentation to task.*	Can produce legible, well presented work.
Redrafting	Will accept others' ideas to improve their writing.	*Will accept others' ideas to improve their writing and will adapt work appropriately.*	*Can revise and redraft writing, following instructions.*	*Can revise and redraft writing, with support.*	Can revise and redraft writing independently.
Language accuracy	Can occasionally use suitable language structures for the task.	*Can sometimes use suitable language structures for the task.*	*Can usually use suitable language structures for the task.*	*Can use suitable language structures for the task.*	Can use language structures creatively.

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4. Assessment

Education is concerned with a wide range of aspects of learning. It involves not only the knowledge and skills as specified in this integrated curriculum but also the attitudes, values and interests that are to be encouraged in pupils. Assessment relates to all these aspects of education.

Evaluation or Assessment?

Although both terms are often used synonymously, they are different:

- **evaluation** is the informal process of ascertaining a pupil's progress;
- **assessment** is the formal practice of establishing the level of a specific performance.

Assessment should be:

- balanced and comprehensive – incorporating both fluency and accuracy in the four skills;
- individually-oriented – i.e. it must reflect a variety of learning styles;
- valid – reflecting what has been taught and the way it has been taught;
- continuous – i.e. it must be an ongoing process, both formal and informal;
- informative – teachers and pupils should obtain data about their teaching and learning from the assessment;
- practical – tasks and frequency of assessment tasks should be realistic;
- accountable – the assessment process must be transparent for teachers, students, parents and institutions;
- positive – focusing on achievement rather than on failure.

What can we assess?

- students' knowledge and understanding of language; assessment should not be heavily focused on grammar and vocabulary;
- linguistic skills (ability to produce and understand oral and written texts);
- attitude towards learning.

When to assess?

Since virtually any single activity can become the source of assessment, it is possible to assess a student's performance continuously. Tradition has established several key assessment moments: at the beginning of the academic year, at the end of every term, at the end of the academic year. This range can and should be extended, for assessment is a process that should take place as often as possible. However, it is also useful to remember that assessment does not have to take place all the time: although it is important to have a wide and comprehensive record of every student, teachers do not have to assess all the students in every single activity.

How to assess?

Assessment is often based around tests and exams – however, tests should not be the only assessment technique teachers use. Other suggestions can include: presentations, self evaluation and individual record-keeping, group work, coursework and projects.

The more varied and diverse the teachers' assessment techniques, the better; this way the teacher will adapt to every type of student in their class and thus will cater for every individual need.

Who should we assess?

Part of the teachers' role is to assess their students' progress. Pupils themselves should also become part of the process using self-assessment.

Why should we assess?

- To inform students, parents, teachers and future teachers.
- To facilitate better planning and teaching practices.
- To measure students' progress.

5. Teacher tips

TEACHER TIP N. 1 – Listening –Identify the gist

FORESTS IN DANGER

Whole class work

Tell the class that they are going to listen to a text about rain forests. They should listen to the whole text and be prepared to tell you what the main message of the text is.

Read aloud the following text to the class. They should not be given a copy to read.

Trees are very useful plants. As well as being home to a wealth of wildlife, their wood can be used for making paper, for building homes and furniture, and for fuel. Also, when plants make food from sunlight, they use up a gas called carbon dioxide and release the gas oxygen. People breathe out carbon dioxide, and trees help to balance the level of these gases in the air. Yet all around the world, forests are rapidly being destroyed for timber or to grow crops.

More than half the world's rain forests have already been destroyed. If we continue to cut them down, there will be no forests left 50 years from now.

Rain forests are home to at least three-fourths of all the world's wildlife. Millions of different kinds of plant and animal live there, but many of them have not yet been discovered.

Many of our medicines are made from plants that grow in the rain forest. Rosy Periwinkle, a pink flowering plant, is used to make a drug to treat leukaemia. Unless we save the remaining rain forests, we will lose many useful plants that could save our lives.

How can we help? Don't waste paper – you are also wasting trees. Collect newspapers and cardboard for recycling. When people buy new furniture, they should check that it is not made of wood from the rain forests, such as teak or mahogany.

From *Nature in Danger* by Rosie Harlow & Sally Morgan

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Individual work

Ask the students to write one sentence about the main point of the text. Let them read their sentences to the class. Discuss the differences of opinions (if there are any). Agree with the class the best sentence to summarise the main point of the text.

Group work

Read the text to the students one more time. Ask them to try to remember some of the most important points mentioned in it.

Give them the following worksheet and ask them to complete it from what they can remember.

Plenary

Students read aloud their sheets. Ask them if all the details are exactly the same in each group. Is this important?

Forests in danger

Trees are very important to us:

_____
_____
_____
_____

The rain forests:

_____
_____
_____
_____

How can we help?

_____
_____
_____
_____

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TEACHER TIP N. 2 – Speaking (n. 9) – Analyse their own performance

One possible suggestion could be to try to introduce a kind of grid to have the possibility of preparing one's performance and then contrasting the audience opinion about the presentation. Have a look at the models proposed.

BEFORE MY PRESENTATION: planning things **Write YES/NO/A LITTLE**	
☐ I knew very well what I had to do	
☐ I spent some time planning it: why / what / how	
☐ I made notes to support my speech effectively	
☐ I prepared an introduction to the topic / gave it a catchy title	
☐ I prepared a conclusion	
SITUATION: Me and my audience	
☐ I remembered to greet my audience	
☐ I worried about my audience: "Are they following me?"	
☐ I remembered to thank my audience for their attention	
☐ I kept good visual contact	
☐ I moved and made descriptive gestures	
☐ I spoke at a good pace (not too quickly)	
☐ My voice was loud and clear	
☐ I easily recovered from my mistakes	
SITUATION: My audience and me	
☐ My audience have made things easy for me (they were not disruptive, etc.)	

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After the presentation

Topic of the Presentation:

_____

_____

Name of the Presenter:

_____

_____

List FIVE different reasons the student introduced to support his/her argument:

-
-
-
-
-

Write one relevant question for the presenter:

-

ASPECT	ALWAYS	USUALLY	SOMETIMES	NEVER
Student introduced the topic and his/her opinion				
He/she presented five arguments				
He/she prepared and practised presentation sufficiently				
His/her use of grammar was correct				
He/she did not read his/her presentation				
Pronunciation and volume were understandable				
He/she finished with a conclusion				
He/she answered questions appropriately and in English				

What is your opinion AFTER the presentation?

TEACHER TIP N. 3 – WRITING (GENERAL AIMS) - WRITING FOR DIFFERENT PURPOSES

Students may be quite used to writing fiction, but not so much other types of texts, particularly non-fiction ones. This teacher tip suggests the most common ones and a very basic list of their most common features; further information may be found on the National Standards website, to be checked in the list proposed in the annex.

MAIN TYPES OF TEXTS	
RECOUNTS • usually in the past tense • events are organised in chronological order • normally 3rd person subjects, although personal recounts (1st person subjects)are not uncommon	**PERSUASION TEXTS** • usually in simple present • generic rather than specific participants • logical connectives • tend to move from general to specific when presenting key points • may use rhetorical questions
NON-CHRONOLOGICAL REPORTS • present tense (sometimes in the past, if they deal with historical matters) • 3rd person subjects • personalisation avoided by means of passive voice • generic subjects • description is often important, used for precision	**INSTRUCTIONAL/PROCEDURAL** • imperative verbal forms and /or negative commands • use of conditional patterns for additional or alternative advice
EXPLANATORY • usually in simple present • temporal connectives • casual connectives	**DISCUSSION** • simple presentation • general subjects referred to by means of uncountable noun phrases • connectives • generic examples are followed by specific illustrations • may include diagrams, images, etc.

TEACHER TIP N. 4 – READING (N.2) – READ STORIES FROM OTHER CULTURES AND IDENTIFY THE SOCIAL, MORAL AND CULTURAL ISSUES

Reading is the basis to developing cultural and language awareness. Reading allows students to see structures and vocabulary used in a natural way. Reading develops students' interest and enthusiasm. This teacher tip is intended to offer suggestions on reading in class.

Reading in class may contemplate the following variations:

• Individual reading. Individual and silent reading is a useful activity that can be practised in the classroom. Each student should be able to have access to a variety of texts, either from the class or the school library. See the list of recommended books.

- Shared reading. Uses of shared reading.
  - Students can be given texts which are challenging.
  - Introduction to pre 20 century literature is possible.
  - Use of literature to teach language through literature.

Some possible techniques

1. The teacher reads and all students have a copy of the text. The teacher should have prepared text, voices, mood, language and vocabulary. Use text and body language to convey meaning, e.g. "He strode up the aisle".

Do not stop after every difficult word, picking up meaning from context is a skill students need to learn. There has to be the pleasure in reading and it can be useful to read for gist and general understanding. When you do stop to look back at the text your questions should be open – ended.

- What do you think is going to happen?
- Did you expect **** to do this?
- What might happen if...?
- How does this event contribute to...?

2. Student reads aloud. Short paragraphs which can lead to open-ended questioning by the teacher.

3. The teacher reads while the students listen with closed books. This is the most difficult of these shared tasks

4. Individual reading. A section of the shared class novel can be used in a variety of ways. After a student has read a chapter or part of a text they can reframe the text. This depends on the text but often a piece can be:

- Written in the form of a diary. Writing to describe.
- Written as a playlet or dialogue.
- Acted out as improvisation.
- "Imagine you are...write your feelings"
- Write what you think happens next. Future tense.
- Report events for a newspaper. Reportage.
- Write a letter explaining your views on the events or the person.
- Rewrite from contrasting point of view. E.g. You are the prison warder in "HOLES".

At the end of any novel there is always the opportunity to do a written or spoken Book Review encouraging others to read it. Writing to Persuade.

5. Individual reading arising from shared reading. Leave off reading at an exciting point when students will want to continue reading alone perhaps at home. It is advisable not to use reading the novel as set homework as this detracts from the idea of reading for pleasure.

6. Activities to encourage listening and speaking

The following activities are suggested so as to make year 1 students feel more comfortable when using English orally.

SONGS

Listening to songs and using the lyrics to learn new vocabulary and practise listening is fun for the students and makes many of them very excited because they recognize the songs. The students are also very forthcoming with their favourite songs and make a lot of suggestions. With the younger students, discussion will not carry on beyond if they liked the song or not.

CULTURAL ROLE PLAYS

Cultural role plays are activities that allow students to step into their partners' diverse background and explore their point of view. Among the advantages we might mention:

- Students actively think about their cultural perspectives and the perspectives of others.
- Students practise speaking skills, focusing on explanations and compromising.
- Students gain experience presenting their role plays for their peers with improvised speech.

"SHOW AND TELL" PRESENTATIONS

"Show and tell" presentations allow students to bring an object to the classroom and discuss in a planned way why it is important to them. It is a good activity to prepare students to do more complex presentations.

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"WHAT'S GOING ON?"

Skills: listening and speaking on a narrative type of message (a film).

Patterns of interaction: pair-work first and individual retelling to the whole class in the second part of the activity.

Resources: DVDs, a DVD player.

Timing: 30 minutes.

Procedure: students are grouped in pairs in a classroom which contains a DVD player. Half the members of the pairs must sit down with their backs to the screen, while the other half sits down opposite their partners.

The teacher switches on the DVD player and for a short while (e.g. 15 minutes) shows an extract from a film (or any other type of programme of a lively, active kind). The pupil sitting opposite the screen must try and describe the extract to his/her partner, who, in turn, must ask as many questions as possible to try and find out what the story is about.

Finally, some of the students sitting with their backs to the screen must retell what they have been told to the whole class; their "watching" partners will be given the chance of correcting and completing their performance.

DO-IT-YOURSELF STORY

Skills: listening and speaking.

Patterns of interaction: pair-work first; re-telling in pairs to the whole class later on.

Timing: 30 minutes.

Procedure: before the class starts, the teacher must collect a set of diverse objects and put them into a bag (the activity also works with a set of pictures, photographs or cards with drawings on them). Once in the classroom, students are paired and told they must make up a story about three objects they must take out of the bag (without peeking!). When every pair has got three objects or pictures (the more random and diverse they are, the better) pupils are given a set time to try and make up a story in which the three objects appear and are related somehow. This part of the interaction must be done orally. In the second part of this lesson, pairs of students are told to go to the front and tell their story in pairs – the class might vote the best.

THE MECHANICAL TEACHER

Skills: mainly listening.

Patterns of interaction: whole class.

Timing: 30 minutes.

Procedure: at the beginning of the activity, the teacher tells the class he or she has had a special chip implanted that will allow pupils to "use him/her" as a sort of human cassette recorder. Thus, the commands "play, stop, fast forward, rewind, pause" can be reviewed.

Then the teacher hands out a task (it is better to have students listening and doing something else: e.g. write down all the words beginning with a certain sound, or all the vocabulary related to water, or the past or future tenses, the irregular verbs, etc) and starts reading a text. So that pupils can fulfil the task assigned, they will have to ask the teacher to stop, rewind, pause or do whatever they find useful.

The activity ends when the teacher has finished reading the text.

SIMON HAS GONE MUTE

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This is a variation of the popular "Simon says…" combining commands, body language and an enthusiastic teacher.

Skills: speaking.

Patterns of interaction: whole class.

Timing: 15 minutes (more if wished).

Procedure: "Simon says …" is a popular game in which the structural focus is on commands, and pupils show understanding by means of total physical response techniques. In this version, the roles are reversed, in the sense that the actual commands are elicited from pupils by the teacher's miming and gesturing.

To introduce the activity, the whole class plays a couple of rounds of the traditional game and then are told about the variation – the teacher will show through mime and gesture what Simon wants to be done, but nobody can do it unless a pupil actually gets to say "Simon says … touch your left ear".

Students might also produce questions for clarification, e.g. "Does Simon say: `cry´ or does he say `scream´?

DON'T STOP SPEAKING!

This activity actually begins in the lesson previous to the one in which it will take place, with the teacher assigning the following task: students must prepare a short talk on an easy topic (what I did last weekend, my pet, my family…).

Skills: speaking.

Patterns of behaviour: individual speaking to the whole class.

Timing: 30 minutes at most.

Procedure: the activity starts with the teacher selecting a student to start his or her talk of the topic assigned; this pupil will be given a token (a tennis ball, a puppet, a coin…). After a few minutes, the teacher will shout "Stop!" and the pupil will have to throw the token to another student, who, in turn, will start his or her talk.

A variation of this activity would involve students re-telling a story in turns: when one student has finished his/her turn, another one (the one receiving the token) must continue at the point at which it was left.

HUMMING THE STORY

Skills: listening for gist and very controlled speaking.

Patterns of interaction: teacher working with the class as a whole.

Timing: 15 minutes at most.

Procedure: this is a sort of re-telling activity that involves the pupils' previous knowledge of the topic.

Most of the work will be done by the teacher, who reads, or tells a story in which some of the key words are not actually said but hummed; pupils must produce the missing words or phrases.

Variation of this activity: do it in dictation form.

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PRESS CONFERENCE

Skills: writing, listening and speaking. (N.B.: The language topic to be practised is open-ended questions and answers; note-taking and writing a report are also techniques to contemplate).

Patterns of interaction: group work leading to whole class work.

Timing: 2 or 3 sessions.

Procedure: This is an activity that can come out of a previous reading task (students having read a story, a tale, and a report, in which different characters have appeared).

The class is divided into two types of "people": characters and journalists. The former will have to adopt the "persona" of a character that has appeared in a story previously read and make up a life for him/her (i.e., invent information about his past, his tastes, his family, etc.); the latter will have to prepare and write down a list of questions for each character trying to introduce some variation and adapted to the character's personality (i.e., an interview with Harry Potter is not bound to be the same as an interview with Cinderella).

Then, in turns, the characters will go to the front to answer the journalists' questions (who in turn will try to take down the answers). A final report can be given in the form of class display with photographs (having previously decided which student will play the part of photographer – a disposable camera is useful in these cases).

SPOT THE MISTAKE

Skills: listening leading to speaking.

Patterns of behaviour: the teacher interacts with the whole class.

Timing: 30 minutes at most.

Procedure: This activity can be devised as the following-up of a previous reading task.

The teacher re-tells a story that students have previously read but introducing some not too obvious mistakes in content, not language, e.g.: Cinderella meets the prince in her kitchen.

Students will have to:

- either raise their hand to interrupt the teacher on the spot and provide a correction (a procedure that can become somewhat messy);

- write down as many mistakes as they can detect and then discuss them with the whole class.

NOT ME!

Skills: listening and speaking.

Patterns of behaviour: small groups.

Timing: 10/15 minutes at most.

Procedure: this is an activity that can be used to work on some structure without overtly doing a drill.

Pupils are grouped into fours or fives and must sit down in a circle. The teacher provides a kernel phrase ("Tomás lost the class keys") and the said student must respond ("Who me? No, it wasn't me, it was Paula – Paula lost the class keys"). The students go on "accusing" each other until the teacher (walking around the classroom checking) provides them with another phrase.

The degree of difficulty of the phrase can be increased.

A variation of this activity combines students' self-introduction with a simple statement about themselves: "I'm Patricia and I like swimming", which must be repeated by the student next to her – "You're Patricia and you like swimming and I'm Tomás and I like dancing".

THE TALKING ZOO

Skills: speaking.

Patterns of behaviour: group or pair work.

Timing: 30 minutes at most with a whole-class report in the following session.

Procedure: this is an activity that relates to the Science curriculum, more particularly to the section on animals.

The class is split in two big groups: one half of the students are to adopt the role of animals, i.e., they must imagine they are a particular beast and learn about their habitat, eating habits, etc. This part of the class "lives in a zoo" and all of them miraculously can speak. The other part of the class must pretend they are visitors to the zoo who must fill in a report or questionnaire, in which the basic facts about the animals are contemplated. Also, they must ask "the animals" how they feel about their caged existence.

At the end of the interviews, the visitors must display the information they have exchanged.

"SAY IT!"

Year 1 students are not likely to become easily aware of the variations that can be introduced in their speech – a certain degree of intuitive awareness might be expected but not a systematic knowledge of how our discourse is affected by mood and attitude. The following game has been devised to help pupils become familiar with the diverse ways of producing the same message. It combines this awareness with the use of manner adverbs but it can be done with other structures.

Skills: speaking.

Patterns of interaction: individual work (students take turns to produce message).

Procedure: Pupils are given a short message (almost any will do) and are asked to guess how they would say it if they were angry, tired, worried, scared, or in any mood the teacher can think of.

Then the teacher will ask some students to pronounce the key phrase ("The rain in Spain stays mainly in the plain", for example) as if they were: angry, tired, nervous, scared…

> Teacher: "Pablo, imagine you are very tired… How would you say this sentence?"
>
> …
>
> Teacher: "Now, Angela, you are very, very bored… How would you say it?"

7. Transition unit: Primary to Secondary

Introduction

This unit has been designed so that Y6 primary and Y1 secondary lessons are linked through a series of activities covering objectives related to all skills and are dependent on each other. To teach near the end of the school year when the pupils are restless and the summer holidays are almost there and as a warm up to welcome the new students in Y1 secondary. Listening, speaking, group interactions, writing of book reviews and oral presentations are all considered.

The unit seeks to promote social skills and constructive interaction as well as independence and reflection through

- shared work (high level of teacher support);
- guided work (students working in pairs and small groups);
- independent work.

Y6 primary students will be given a framed letter to be addressed to secondary school during the summer to tell the new teacher some personal details, and also what they have enjoyed reading most and why. The letters will be used to create a display as a quick way to personalize the classroom and make students feel at home when they arrive. Alternatively they can be put in a ring binder.

Oral presentations of favourite books will be given by students in 1st year of secondary following presentations given by both the primary and secondary teachers, followed by the writing of a book review. Giving marks to pupils is not perhaps the best way to encourage a reflective view. Better give them a list of self-assessment criteria (see R3). Students should be trained and modelled for it after discussing what makes a presentation "good". Peer and teacher assessment are equally important as outer references. Ideally a fragment of the oral presentation should be transcribed for the pupil to reflect on their performance.

The unit comprises three lessons in primary and six in secondary which mirror the ones in primary and extend the work further. The time allowed for each activity is only approximate but activities should be done at a brisk pace. Depending on your group of students, you might like to spend some more time training at word and sentence level: powerful adjectives, verbs and adverbs; language for greeting and thanking, etc.

The unit will be assessed through teacher's observations, students' reports and teacher self-evaluation (R12).

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Objectives

Primary 6 (Language and Literacy curriculum of the MEC / British Council Bilingual Project)

Listening (third cycle targets)

To listen, understand and respond to others, children will be able to:

- Sustain their attention.
- Listen and respond appropriately individually and in groups to the teacher giving detailed explanations and presentations.
- Recall and re-present important features of a talk. (oral presentations).
- Ask relevant questions to clarify understanding and extend ideas.
- Listen and respond to others appropriately, taking into account what they say.

Speaking (third cycle targets)

To speak with growing confidence in a range of contexts, children will be encouraged to:

- Speak audibly and clearly.
- Choose and use relevant vocabulary.
- Use question forms correctly.
- Focus on the main point and reply to questions appropriately using because…
- Organise what they say.
- Speak in a range of contexts, adapting what they say to purpose and audience.
- Describe experiences and feelings.
- Perform oral presentations to the class, giving an introduction and a conclusion.

Group discussion and interaction (third cycle targets)

To talk effectively as members of a group, children will be able to:

- Make contributions relevant to the topic and take turns in discussion.
- Convey ideas and share experiences.
- Give reasons for opinions and actions.
- Make plans, investigate, predict, explain, report, evaluate select and sort.

Reading and writing (year 6 targets)

Pupils will be able to:

- Describe and review own reading habits and widen reading experience.
- Write book reviews for a specified audience, based on evaluations of plot, characters and language.
- Understand and use the terms fact and opinion, and begin to distinguish the two when reading.
- Make clear notes.
- Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.

- Revise and extend the work on verb tenses from Y5. (Resources should be devised only if the students need them to carry out the main tasks in this unit).

- Identify adverbs and understand their functions in sentences. (Resources should be devised only if the students need them to carry out the main tasks in this unit).

- Revise work from Y5 on **sentence type.** Changing a statement into a question, a question into an order and a positive statement into a negative. (Resources should be devised only if the students need them to carry out the main tasks in this unit).

1º ESO
(Language and Literacy curriculum of the MEC / British Council Bilingual Project)

Listening

To listen, understand and respond to others, children will be able to:

- Sustain their attention.
- Listen and respond appropriately individually and in groups to the teacher giving detailed explanations, presentations and telling stories.
- Recall and re-present important features of a talk (oral presentations).
- Ask relevant question to clarify understanding and extend ideas.
- Listen and respond to others appropriately, taking into account what they say.

Speaking

To speak with growing confidence in a range of contexts, children will be encouraged to:

- Speak audibly and clearly.
- Choose and use relevant vocabulary.
- Use question forms correctly.
- Focus on the main point and reply to questions appropriately using because…
- Organise what they say.
- Use vocabulary and syntax to express more complex ideas.
- Speak in a range of contexts, adapting what they say to purpose and audience.
- Describe experiences and feelings.
- Give oral presentations to the class, with an introduction and a conclusion.
- Reflect on their own presentation.
- Begin to use basic summary skills.

Group dialogue and interaction targets

To talk effectively as members of a group, children will be able to:

- Make contributions relevant to a topic and take turns in a discussion.
- Convey ideas and share experiences.
- Give reasons for opinions and actions.
- Make plans, investigate, predict, explain, report, evaluate, select and sort.

- Start using language to agree and disagree (Resources should be devised only if the students need them to carry out the main tasks in this unit).
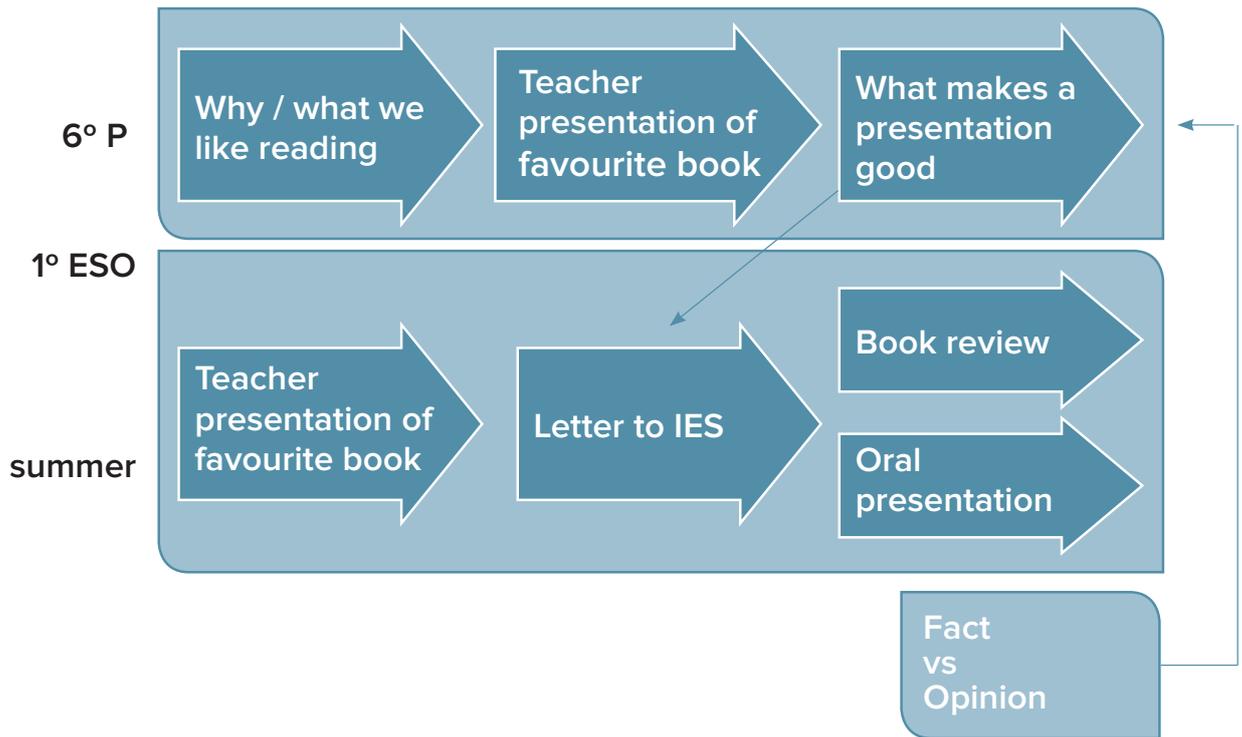
Reading and writing

Pupils will be able to:

- Describe and review own reading habits and widen reading experience.

- Write book reviews for a specified audience, based on evaluations of plot, characters and language.

- Understand and use the terms **fact** and **opinion,** and begin to distinguish the two when reading.

- Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.

- Revise and extend the work on **verb tenses** from Y6. (Resources should be devised only if the students need them to carry out the main tasks in this unit).

- To identify **adverbs** and understand their functions in sentences. (Resources should be devised only if the students need it to carry out the main tasks in this unit).

- Revise work from Y6 on **sentence type.** Changing a statement into a question, a question into an order and a positive statement into a negative. (Resources should be devised only if the students need it to carry out the main tasks in this unit).

- Recognise and use **prepositions** of place and time. (Resources should be devised only if the students need it to carry out the main tasks in this unit).

- Use **mono-lingual** and **bilingual dictionaries** to learn or check spellings and definitions of words.

- Understand the purpose and organisation of the **thesaurus,** and make use of it to find **synonyms.** (Resources should be devised only if the students need it to carry out the main tasks in this unit).

TASK SEQUENCING / PLANNING

Year	Day				
6 P	1	**Whole group** 1. Tell students the structure of the transition unit and its main aims. Ideally both their primary and secondary teacher should be together (15'). Enlarge R1	**Small groups** Name a speaker and a secretary in each group Ask students to talk about what they like reading (10') (If they seem stuck, write hints on blackboard or give them a photocopy with sentence stems)	**Plenary** Sample students' responses about the unit and consider their suggestions, either to modify this plan or to be used in the future (5') Sample students' responses and add teachers' answers. (10')	**Resource:** R1 enlarged
6 P	2	**Whole group** Primary teacher models presentation of a favourite book and gives a recommendation (5') Secondary teacher makes some questions about the book. Use R2 as a guide (5')	**Small groups** Name a speaker and a secretary in each group Ask students to talk about what makes a presentation "good" (5')	**Whole group** Elicit features of presentation. If students don't come up with good responses, mock a bad presentation. Use R3 (Me and My Audience) as a guide. List features on blackboard and tell them they will be giving their own presentations in 1 ESO (10')	**Resource:** R2 (only for teacher) R3 (only for teacher) R5: 1 copy / small group Scissors
		Whole group Remind students of the difference between fact and opinion. Give a simple example. Remind them that facts can be false / untrue and opinions well-founded (5')	**Small groups** Give students a copy of R5 and do the exercise (3') Then they agree on 3 facts and 3 opinions about CEIP (5')	**Plenary** Students discuss the answers to both exercises. Students show their answers written on their whiteboards: FACT / OPINION /? for correction (10') Optional: the facts and opinions about CEIP can be collected on a common frameà display	
6 P	3	**Write an exercise** based on Teachers presentation in which scraps containing Fact and opinion sentences are given for pupils to sort out in 2 columns: fact—opinion. (RX)	**Individual** Give students R6 to classify facts and opinions (5')	**Whole group** Students show their answers written on their whiteboards: FACT / OPINION /? for correction. Listen to different suggestions when they discuss the answers (5')	**Resource:** RX 1 copy / st R6: 1 copy / st Scissors
		Whole Group Give students R4: letter frame to be sent to IES during the summer. Explain that they should write a very short summary of their favourite book. Encourage them to write it in an informative and appealing way (5')	**Guided / individual: (rest of the lesson)** They can write it with the help of the teachers. Have dictionaries ready. Help them use them as needed. If the group is weak, then resources should be devised to help them understand how to use the consulting materials. Give students the envelopes and stamps and write the IES address and the teacher's name to which they should send the work. Tell students they should be sent during the summer.		**Resource:** R4: 1 copy / st + envelopes + stamps Dictionaries and thesaurus (word collocations)

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Year	Day				
1º ESO	1	**Whole Group** Introduce yourself and decide seating arrangement. Welcome students and spend some time speaking about their letters and books. Remind them why reading is important. They will find their letters displayed or in a ring binder. A list of all favourite books can be displayed on the classroom walls (15')	**Small groups** Name a speaker, a secretary and an observer in each group. Ask students to talk about their favourite books (15'). Give each observer R7. Explain the role.	**Plenary (15')** The speakers give a short account of their talking. Observers inform about the group performance.	**Resource:** R7: 1 copy / observer
1º ESO	2	Give students a copy of R2 Secondary teacher models presentation of a favourite book and gives a recommendation (5')	**Whole Group** Students will be encouraged to ask challenging questions about the book presented by the teacher after reading the list in R2 (5') Students will be encouraged to talk about what makes a presentation good	**Plenary (15'-20')** Features of good presentation are collected; Refresh what was discussed and taught in Yr6 T3. Use R3 (Me and My Audience) as a guide. Write main features on bb. Students assess teacher's performance	**Resource:** R2: 1 copy / student R3 1 copy / student
		Build up on last year and revise fact vs opinion. Write an exercise based on Teachers presentation in which scraps from scripts containing sentences are given for pupils to sort out in 2 columns: fact—opinion. (RY) Remind them that facts can be false / untrue and opinions well-founded and that some people present their opinions as facts! Ask students to bring their favourite books for the next lesson	**Individual (2')** Give students R6 to classify them. **Small groups (5')** Then they agree on 3 facts and 3 opinions about (city)	**Plenary (10')** Students show their answers written on their whiteboards: FACT / OPINION /? for correction. Students discuss their answers **Optional:** the facts and opinions about (city) can be collected on a common frame display	**Resources:** RY 1 copy / st R6: 1 copy / st Scissors
1º ESO	3	**Whole group (15')** Explain to students that they are going to prepare an oral presentation of their favourite book which will last about 5'. They will write a review first. Give students R8 (frame to write a review) and R9 (useful language) and spend some time commenting them. Pay special attention to powerful words (adj. v. and adv.)	**Small Groups / individual work (rest of the lesson)** Students write their reviews and start to prepare their presentations. Different types of consulting materials should be available in the classroom: monolingual dictionaries, word collocations, thesaurus… Teacher will help around. Tell students to bring favourite Books, R2, R3, R8 for the next lesson Tell students they can write notes on cards to present their books. They won't be allowed to read their reviews. Have 4 enlarged copies of R13 ready and stick them on the wall for students to look at. If you feel they are weak at taking notes, prepare resources for future lessons		**Resources:** Students' own books R8 1 copy / st R9 1 copy / st R13 4 enlarged copies. Dictionaries Homework: finish the work
1º ESO	4	**Revise work started on day 3: (10'-15')** Pair work: Students rehearse their presentation in pairs. After student A has presented their favourite book, student B should ask some questions (R2). They assess each other and themselves using R3. They then agree on which is the most interesting book and choose one. Small groups: of 4 students. Again they rehearse presenting / listening / questioning / assessing and choose the most interesting book: 1 book / group. The chosen ones will perform in front of the class the next day. It is a good chance for the teacher to observe and take notes of the students' skills and behaviour. Report your observations 5' before the bell rings. Tell students to bring R2 and R3			Resources: Students' own materials

		Whole Group: One / group perform in front of the class. All the presenters sit together and take turns. Students should take notes to assess the presentations later. (Use R3) Teacher will do the same. (R10) Each time their classmates will ask questions about the book presented.	Small Group + Individual: Allow some time for students to discuss their classmates' presentations in small groups. (Use R3) Meanwhile, each presenter will assess themselves. (Use R3)	Plenary: (15') Group speakers assess the presenters. Teacher assesses the presenters. Use R10. Assess the audience attitude and questions as well. Presenters assess themselves and the audience.	Resources: R3 new copies for those who might need them. R10 only for the teacher
1º ESO	5 and 6	Individual: Give students R11 to help them reflect on the whole unit. Allow some time for them to complete it.	Small Group: Students inform their partners. Then the teacher collects their reports	Plenary: Teacher informs class on how the unit went using observations, students' reports and R12. Better do it in a subsequent lesson in order to read students' reports and have some time for self-assessment	Resources: R11 1 copy/ st R12 Only for the teacher

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6º P

Why / what we like reading → Teacher presentation of favourite book → What makes a presentation good

1º ESO

summer

Teacher presentation of favourite book → Letter to IES → Book review / Oral presentation

Fact vs Opinion

Some questions you can ask your friends once they have presented their books:

R

- What type of book is it? (mystery, adventure, horror, etc.).
- How long is the book? How long did it take you to read it?
- Who are the main characters in this book? What are they like? What do they think of each other?
- Who narrates the story? (the main character in 1st person / someone else in 3rd person).
- Which is the most dramatic event?
- What was really good about this book? / What was your favourite part and why?
- Did the beginning surprise you?
- Did the end surprise you?
- Were you surprised by anything in the book?
- Have you learnt anything you did not know before?
- Were the illustrations important when you chose the book? Do they help you understand the text?
- Is there anything interesting about the layout and organisation of the book? (very short chapters, subheadings, etc.).
- Is there anything you did not like about the book?
- Have you read other books by the same author?
- You have recommended this book to us, but would you recommend it to different people? Why/Why not?
- Would you like to ask the author anything about the book?
- Have you read this book more than once? / Would you like to read it again?

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PRESENTATION: MY FAVOURITE BOOK

R3

BEFORE MY PRESENTATION: planning things	
Write YES/NO/A LITTLE	
☐ I knew very well what I had to do	
☐ I spent some time planning it: why / what / how	
☐ I made notes to support my speech effectively	
☐ I prepared an introduction to the topic / gave it a catchy title	
☐ I prepared a conclusion	
SITUATION: Me and my audience	
☐ I remembered to greet my audience	
☐ I worried about my audience: "Are they following me?"	
☐ I thanked my audience for their attention	
☐ I kept good visual contact	
☐ I moved and made descriptive gestures	
☐ I spoke at a good pace (not too quickly)	
☐ My voice was loud, clear and varied	
☐ I easily recovered from my mistakes	
SITUATION: My audience and me	
☐ My audience have made things easy for me (they were not disruptive, etc.)	
AFTER MY PRESENTATION	
I felt: relaxed and natural / nervous and anxious before the delivery / nervous only at the beginning / very relieved after it	

Do I agree with my peer's assessment?_____;

Do I agree with my teacher's assessment? _____

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Dear secondary teacher,

My name is _____.
I was born in _____ (_____)
in 19_____.

Stick your photo here!

Something about my family:

A book I really enjoyed is*:

TITLE: --

AUTHOR: ---

I enjoyed it because --

TITLE: --

AUTHOR: ---

I enjoyed it because --

It is about --

----

*Whatever the language: English, Spanish, etc. Whatever the topic: fiction or non-fiction.

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Contents for year 2

1. Listening and speaking objectives for year 2

To listen, understand and respond to others, students should be taught to:

- Listen in a variety of situations *[See teacher tip n. 2]*.
- Identify the gist and key points when listening to readings, radio, T.V. etc.
- Identify features of different types of texts, and identify the purpose (to persuade, instruct or entertain) and audience.
- Ask and answer relevant questions to demonstrate and clarify understanding and extend ideas.
- Begin to understand explicit and implicit meanings.
- Identify the main methods used to explain, persuade, instruct or argue a case. E.g. emotive vocabulary, verbal humour, tone of voice and body language.
- Listen and respond to others appropriately, taking into account what it is said.
- Listen for and begin to recognise different types of questions (open, closed, leading rhetorical etc.).

To speak with confidence in a range of contexts, adapting what they say to purpose and audience, students should be taught to:

- Speak audibly, clearly and confidently.
- Speak in a range of contexts (formal, informal); adapting what is said (register) to purpose and audience, with confidence.
- Read aloud from a variety of texts.
- Re-tell and attempt to paraphrase. Consider how oral and written narrative differs. *[See teacher tip n. 3]*.
- Tailor vocabulary and delivery of a talk or presentation so that listeners can follow it. *[See teacher tip n. 5]*.
- Use question forms correctly, both in structure and purpose *[See teacher tip n. 4]*.
- Respond to questions correctly, and justify answers fully.
- Convey complex ideas and share experiences and feelings.
- Draw on vocabulary from other subject areas and sources.

2. Reading and writing objectives for year 2

General aims

WORD	SENTENCE	TEXT
Students will be able to: 1. Use grammatical, contextual and graphic knowledge to decipher unknown words when reading texts. *[See teacher tip n. 1]*. 2. Organise words with similar patterns or related meanings and classify words into banks. 3. Recycle new words and previously studied vocabulary in their writing. 4. Use a dictionary or spell check and/or thesaurus to improve their writing. 5. Analyse how different text types use specific vocabulary for effect.	Students will be able to: 1. Analyse how different text types use different sentences for specific effects. 2. Adapt their writing to the intended reader for a specific purpose, by changing vocabulary, tone and sentence structures to suit, e.g. re-writing as a newspaper article and diary entry. 3. Draft their written compositions. 4. Peer-evaluate each other's work; reading once to evaluate the content and creativity; then a second reading for accuracy. 5. Proof-read their own work; looking for only one type of mistake in every reading. 6. Edit their own work 7. Use a dictionary and/or thesaurus when necessary.	Students will be able to: 1. Read different types of text analysing the following: • Audience. • Purpose. • Generic features of a text. • Structure. • Sequence. • Themes. • Layout/design/use of illustrations. • Author's intention.

WORD

WORD CLASSES

Students should:

1. Consolidate on their knowledge and the use of different parts of speech: *verbs, adverbs, adjectives,* nouns and *connecting words.*

2. Identify, understand, classify and use the new vocabulary in context in a variety of writing.

PARTS OF SPEECH: WORD FORMATION

Students should:

1. Work on word roots to learn to decipher meaning and spelling rules.
2. Invent or use mnemonics for irregular or difficult spellings.
3. Use texts to identify and classify common **prefixes** e.g.: *ir_, un_-* ; use the knowledge of these prefixes to generate words from root words.
4. Use texts to identify and classify common **suffixes**; *-ing, -ful, -less;* use the knowledge to clarify typical spelling mistakes and to generate words from root words.
5. Work on the origins and derivations of words.

PARTS OF SPEECH: WORD FORMATION (cont.)

Students should continue to work on connecting words and phrases by:

1. Studying how points are typically connected in different kinds of texts; and build banks for their own writing by

   - Classifying useful examples for different types of text –for example, by position (besides, nearby, by), sequence *(furthermore),* logic *(therefore, notwithstanding)–,* writing these connecting words or phrases in their own writing.

LEARNING TO LEARN STRATEGIES ON SPELLING

Some of the following learning to learn strategies have briefly been mentioned in the general word level aims.

Students should continue to reinforce the work done in 1º ESO and:

1. Correct their misspelled words, identified by the teacher, in their own writing.
2. Use dictionaries and thesauruses in order to:
   - Understand unknown words; students should only refer to monolingual dictionaries.
   - Understand the meaning but gradually to write the definition of unknown words in their own words (some use of bilingual dictionaries may be appropriate in individual writing by weaker students).
   - Understand the purpose and organisation of the thesaurus, and make use of it to find synonyms.
   - Use synonyms to improve the quality of their own writing.

3. Develop precision and accuracy in expression when redrafting.
4. Keep personal vocabulary books to collect and define new words in all subject areas; and recycle, when possible, the new words in other subject areas.
5. Practise brainstorming the words/ideas they will need before they approach planning and drafting their writing.

VOCABULARY EXTENSION

Students should:

1. Become aware of the origins of proper names (e.g. *place names, surnames, days of the week/ months, names of products).*
2. Continue to work on choosing a synonym because of the different shades of meaning e.g. *thin, slim, and skinny.*
3. Continue to build up a word bank where very basic, commonly used words (from Primary school) are now substituted by synonyms, and their corresponding shades of meaning.
4. Continue to explore **homonyms** which have the same spelling but different meaning. Explain how they can be distinguished in context. E.g. *form* (shape or document).
5. Practise and extend vocabulary through poetry, exploring the rhetorical devices used and their effect on the reader. E.g. *onomatopoeia.*
6. Collect, in their vocabulary book, proverbs, idiomatic phrases, clichés, metaphorical expressions, collocations, common expressions.

SENTENCE

GRAMMATICAL COMPETENCE

Students should:

1. Use standard English correctly.
2. Use the conventions of Subject + verb agreement; and a variety of word orders that follow.
3. Identify and classify examples of the 1st, 2nd and 3rd person from readings.
4. Correct and consistent use of tense (past, present, present perfect and future active).
5. Analyse how different tenses are used in different texts.
6. Use the tenses in context in their own writing.
7. Use different word classes correctly when redrafting.
8. Consolidate the use of: modal verbs (followed by infinitive); auxiliary + infinitive in the present and past.
9. Consolidate previous work on sentences, by changing: statement to question; questions to imperative; positive to negative forms.
10. Investigate conditionals: find examples from a text; and work on conditionals. Discuss contexts and reasons for using particular conditionals and their effect.
11. Begin to construct complex sentences; identify main clauses, ways of connecting clauses using the correct punctuation (e.g. non defining relative clauses); transform simple sentences into complex ones.
12. Further their understanding and the use of active and passive verbs for a particular effect.
13. Experiment with transforming tense/form/person in these examples and transforming tense/form/person for a particular effect.
14. Revise language conventions and grammatical features for different types of texts (e.g. narrative, recounts, instructional, reports, explanatory, persuasive, discursive).

SENTENCE CONSTRUCTION AND PUNCTUATION

Students should further their awareness of sentence structure effectively and:

• Consolidate the use of: *full stops, capital letters, apostrophies, commas, colons and speech marks.* Practice: *dash, semi colon, quotation marks and brackets.*
• Vary the length of their sentences, simple, compound and complex.
• Consolidate how and why paragraphs are used; and paragraph their own work using topic sentences and supporting data for each paragraph.
• Work on contracting sentences for: note-making and summaries but understanding the format and abbreviations are only for informal use or studying.
• Be aware of proverbs, dialect (slang), headlines.

TEXT

READING

1. Identify typical story themes and narrative order and text of similar type. [See teacher tip n. 8].
2. Read and investigate a range of texts from other cultures considering the social, moral or cultural issues and how they differ from the students' own.
3. Identify and investigate how characters are presented through: dialogue, action, description; and reflect on how the reader responds to them.
4. Explore the influence of settings in stories.
5. Explore the use of expressive and descriptive language.
6. Recognise different points of view, both implicit and explicit, in a text, understanding how they influence the reader.
7. Learn about a variety of authors and share and discuss their views.
8. Identify how writers use literary devices to achieve effects on the reader.
9. Be able to identify different layers of meaning in a text.
10. Prepare, read and perform play scripts, charting the build-up of a play scene and noting differences between genres.
11. Identify and comment on different types of texts, including content, structure, vocabulary, style, layout, purpose (to persuade, inform, and explain) and intended audience.
12. Be able to distinguish fact and opinion.
13. Use skimming and scanning skills.
14. Identify, read and evaluate a range of non-literary texts (e.g. instructional) for their impact, appeal, honesty and presentation.
15. Develop information gathering skills. Identify typical story themes and narrative order and text of similar type.

WRITING

1. Develop characters and settings, using models from texts.
2. Continue to reinforce different ways of planning writing.
3. Experiment with ordering paragraphs to organise, develop detail paying attention to the appropriate connectives.
4. Continue to use figurative language to create effect.
5. Write poems experimenting with words, phrases and poetical devices such as personification.
6. Transform a story into a play-script.
7. Write about books read, evaluating characters, plot and language; experiment with biographical and autobiographical writing. [See teacher tip n. 7].
8. Continue to collect information from different sources and use it for a purpose.
9. Use IT developing their skills to plan, revise and edit.
10. Summarise a passage in a given number of words.
11. Plan, write and edit chronological reports using heading and subheadings (cross-curricular link to Science).
12. Write instructional texts and test them out.
13. Continue to write clear notes in connected prose.
14. Present an argument, linking ideas persuasively, e.g. essay form or letter.
15. Continue to look at advertising, analysing image and slogan.

ENGLISH AND INFORMATION COMUNICATION TECHNOLOGY (ICT)

GENERAL AIMS

Students should:

1. Continue using ICT confidently, as this is an essential life skill for their everyday life and future employment.
2. Use ICT as a very useful tool to learn confidently, creatively but also safely and responsibly.

WHEN FINDING INFORMATION

Students should build on previous work and:

1. Consider what information they need to search for using ICT.
2. Use ICT tools safely and responsibly to find information.
3. Use and refine their search methods to gather relevant information for the task they have been given. E.g. *an oral presentation, a speech, a biography.*
4. Be critically aware of the reliability of the source and not take all information at face value.

WHEN DEVELOPING IDEAS

Students should continue to:

1. Edit and paraphrase the information they have gathered for their task in their own words lifting useful, new vocabulary but not whole sentences or paragraphs.
2. Draft and redraft their writing using ICT tools.
3. Explore ways to use ICT techniques to present their information using power point for a particular purpose, audience and effect.

WHEN EVALUATING THEIR WORK USING ICT

Students should continue to:

1. Review, make alterations and evaluate their own work, reflecting on their use of ICT to improve the quality of their work.
2. Peer evaluate the work that has been carried out using ICT; reflecting on the way they have worked with ICT and what they have learnt to improve on future work with ICT.

ICT TO DEVELOP FFUNCTIONAL LITERACY SKILLS AND BROADEN THEIR CULTURAL AND CRITICAL LITERACY

Students should: Become familiar with and regularly read from a reliable website that informs on current affairs and topics of interest and develop the habit of working on the text, e.g.:

1. Copying, pasting and printing the text.
2. Paraphrasing and recording new vocabulary.
3. Annotating and explaining, in a footnote, institutions or people mentioned in the text which they are not familiar with.

3. Levels of attainment

Levels of Attainment for year 2 – Oracy / Speaking and Listening

	Beginners 1	Beginners 2	Band 1	Band 2	Band 3	Extended
General talking and listening	Can talk about matters of immediate interest.	Can talk and listen with some confidence particularly where topics interest them.	*Can talk and listen confidently in various contexts, exploring and communicating ideas.*	*Can talk and listen confidently in different contexts, exploring and communicating ideas.*	*Can talk and listen confidently in a wide range of contexts, including some that are of a formal nature.*	Can adapt their talk to the demands in the appropriate register with growing confidence.
How you speak	Can convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	Can speak clearly and use a growing vocabulary when developing and explaining their ideas.	*Can begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.*	*Can suggest changes in vocabulary and style which would improve talk.*	*Can engage the interest of the listener, beginning to vary expression and vocabulary.* *Can evaluate talk and understand how changes in vocabulary and style can improve its quality.*	Can vary vocabulary, expression and tone to engage the interest of the listener. Can evaluate their own and others' performance as speakers and can suggest ways to improve.
Question forms	Are aware of question forms.	Are aware of question forms and use them on occasion.	*Can use some question forms, appropriately.*	*Can sometimes use a variety of question forms.*	*Can use a variety of question forms confidently.*	Can use a variety of accurate question forms confidently.
Purpose and audience	Can convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	Can show awareness of the needs of the listener by sometimes including relevant detail.	*Can adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.* *Can express an opinion simply.*	*Can adapt talk to purpose and audience: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons on occasion.*	*Can develop talk purposefully and when expressing opinions provide reasons to support their views.*	Can express opinions and can use evidence to support their views.
Register	Are aware of basic differences between formal and informal situations.	Are aware that in some situations a more formal language and tone of voice are used.	*Are beginning to be aware of standard forms and when they are used.*	*Can use appropriately some of the features of standard English vocabulary and grammar.*	*Can begin to use standard English in formal situations.*	Can use standard English fluently in formal situations.

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Levels of Attainment for year 2 – Oracy / Speaking and Listening (cont.)						
	Beginners 1	**Beginners 2**	**Band 1**	**Band 2**	**Band 3**	**Extended**
Active listening skills	Can listen and sometimes respond appropriately to others.	Can listen carefully and respond appropriately to what others say.	*Can show they have listened carefully, through relevant comments and questions.* *Can show understanding of the main points of a discussion.*	*Can listen carefully in discussion, making contributions and asking questions that are responsive to others' ideas, needs and views.*	*Can pay close attention to what others say in discussion, asking questions to develop their talk purposefully and making contributions that take into account others' views.*	Can show understanding of ideas and can consider how and when to respond to others. Can take an active part in discussion, using evidence to support their views. Can take roles in discussion, e.g., speaker, leader, listener.
Comprehension	Can listen to texts and repeat some content.	Can listen to texts and repeat some important details.	*Can listen to texts and repeat all important details.*	*Can listen to texts and attempt to paraphrase content.*	*Can listen to texts and paraphrase content.*	Can listen to texts and paraphrase content effectively.
Text features	Can listen to texts and make a few comments about their features.	Can listen to texts and show some awareness of purpose and audience.	*Can listen to texts and identify purpose and audience.*	*Can listen to texts and comment on features and identify purpose and audience.*	*Can listen to texts and begin to analyse features and identify purpose and audience.*	Can listen to texts and analyse features and identify purpose and audience.

Levels of attainment for year 2 – Reading

	Beginners 1	Beginners 2	Band 1	Band 2	Band 3	Extended
Identifying texts	Can recognise familiar words in simple texts.	Can generally read simple texts accurately showing understanding.	*Can read a range of texts fluently and accurately, and show understanding.*	*Can usually read and understand fluently and accurately a range of texts, and show understanding.*	*Can often understand a wide range of texts.*	Can understand a wide range of texts with little or no difficulty.
Understanding meaning	Can use their knowledge of letters and sound-symbol relationships in order to read words and establish meaning occasionally with support.	Can use more than one strategy (phonic, graphic, syntactic, and contextual) in reading unfamiliar words and establishing meaning.	*Can use appropriate strategies in order to read independently and establish meaning.*	*Can use appropriate strategies in order to read a range of texts independently and establish meaning.*	*Can use appropriate strategies in order to read a wide range of texts independently and establish meaning.*	Can give personal responses to both literary and non – literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. Can identify different layers of meaning in text.
Response to a variety of texts	Can express their response to poems, stories and non-literary texts by identifying aspects they like.	Can express opinions about major events or ideas in stories, poems and non-literary texts.	*Can show understanding of the main points of a variety of literary and non-literary texts, and express preferences when responding to them.*	*Can show understanding of significant ideas, themes, events and characters when responding to a range of texts.*	*Can select key points and respond to texts identifying features, themes, character and setting.*	Can select relevant words, phrases and information in order to comment on their significance and effect.
Comprehension of non-fiction texts	Can read non-literary texts and make some comment about their features.	Can read non-literary texts and show some awareness of layout, purpose and audience.	*Can read non-literary texts identify purpose and audience.*	*Can read non-literary texts and comment on features: layout, purpose, audience, structure.*	*Can read a range of non-literary texts and comment on features: layout, purpose, audience, structure.*	Can read a range of non-literary texts and analyse features: layout, purpose, audience, structure.
Identifying gist	Can recognise the gist of a text.	Can recognise the gist of a text.	*Can refer to gist to explain their ideas.*	*Can refer to the text when explaining their views.*	*Can select some relevant words, phrases and information to support their views.*	Can select relevant words, phrases and information to support their views.
Language manipulation	Can read texts and repeat some content.	Can read texts and repeat some important details.	*Can read texts and repeat all important details.*	*Can read texts and attempt to paraphrase content.*	*Can read texts and summarise content.*	Can read a range of texts and summarise content.
Writer's effects	Can make some comment on words they are given.	Can begin to recognise with support that certain words cause effects on the reader.	*Can recognise with support that certain words cause effects on the reader.*	*Can recognise that certain words cause effects on the reader.*	*Can suggest words and phrases which cause an effect on the reader.*	Can select words and phrases independently which cause an effect on the reader.

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Levels of attainment for year 2 – Reading (cont.)

	Beginners 1	Beginners 2	Band 1	Band 2	Band 3	Extended
Reference skills	Can retrieve information using basic strategies.	Can occasionally locate and retrieve information in more than one format.	*Can usually locate and retrieve information from more than one source.*	*Can locate and use ideas and information on a specific topic effectively from more than one source.*	*Can retrieve and collate information from a range of sources.*	Can summarize a range of information from different sources.
Inference and deduction	*only for advanced students.	*only for advanced students.	*only for advanced students	*Can begin to use inference and deduction when responding to a range of texts.*	*Can often use inference and deduction.*	Can use inference and deduction.

Levels of attainment for year 2 – Writing

	Beginners 1	Beginners 2	Band 1	Band 2	Band 3	Extended
Meaning and form	Can communicate meaning through simple words and phrases.	Can communicate meaning, showing some awareness of form and reader.	*Can produce organized, clear writing, adapting their writing to the reader.*	*Can produce lively writing in a range of forms.*	*Can produce varied and interesting writing which conveys meaning clearly in a range of forms for different readers, using a more formal style where appropriate.*	Can produce writing which engages and sustains the reader's interest. Can adapt style and register to different forms on occasion, including an impersonal style where appropriate.
Sentence structure and ideas	Can occasionally write in simple sentences.	Can sometimes develop ideas in sentences, coherently.	*Can usually use sequences of sentences to develop ideas.* *Can organize words into paragraphs.*	*Can sustain and develop ideas.* *Can organise writing for purpose, and to engage the reader's interest.* *Can state opinions and support them with some reasons.* *Can use paragraphs effectively.*	*Can sustain and develop opinions from ideas.* *Can organise simple and complex ideas into paragraphs.* *Can express opinions, supported by reasons.*	Can present information for various purposes and express opinions, developing some points in support of a point of view. Can organise ideas into effective paragraphs. Can use a range of sentence structures to create effects.

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Levels of attainment for year 2 – Writing (cont.)

	Beginners 1	Beginners 2	Band 1	Band 2	Band 3	Extended
Vocabulary	Can use basic and appropriate vocabulary.	Can use appropriate and interesting vocabulary.	*Can choose words for variety and interest.*	*Can make adventurous word choices, sometimes using words for effect.*	*Can make imaginative word choices and use words precisely.*	Can use varied vocabulary to create effects.
Spelling	Can usually spell simple, monosyllabic words correctly and any inaccurate alternative is phonetically plausible.	Can usually spell accurately including polysyllabic words.	*Can use their knowledge of word patterns to spell new words correctly.*	*Can spell accurately, in general and any inaccurate alternative conforms to regular patterns.*	*Can spell complex words correctly.*	Can spell complex and irregular words correctly.
Punctuation	Are aware of how full stops are used.	Can produce sequences of sentences, appropriately punctuated.	*Can accurately punctuate simple sentences.*	*Can usually punctuate complex sentences and begin to use punctuation within the sentence, including inverted commas for speech.*	*Can often use a range of punctuation to clarify meaning.*	Can use a range of punctuation correctly to clarify meaning.
Handwriting	Can produce legible handwriting.	Can produce legible handwriting and adequate presentation.	*Can produce legible handwriting and present work well.*	*Can produce clear, legible handwriting and adapt presentation to task.*	*Can produce legible, well presented work.*	Can produce legible, well presented work.
Redrafting	Will accept others' ideas to improve their writing.	Will accept others' ideas to improve their writing and will adapt work appropriately.	*Can revise and redraft writing, following instructions.*	*Can revise and redraft writing, with support.*	*Can often revise and redraft writing independently.*	Can revise and redraft writing independently.
Language accuracy	Can occasionally use suitable language structures for the task.	Can sometimes use suitable language structures for the task.	*Can usually use suitable language structures for the task.*	*Can use suitable language structures for the task.*	*Can use language structures creatively.*	Can use a wide range of language structures creatively.

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4. Teacher tips

TEACHER TIP N. 1 – READING – GENERAL AIMS (N. 1) WORD: HOW TO GUESS THE MEANING OF NEW WORDS

Follow these steps

1. Decide grammar form: adjective, verb, noun... (sentence level).

2. Decide if the meaning is negative, positive or neutral according to the context (sentence + text level).

3. Sounding: find similarities with other words in other languages; English word formation and word families. (word level).

4. Find a coherent meaning according to your knowledge.

Guessing grid

- Read the text. Don't stop until you have finished.
- Highlight the new words with a yellow marker.
- Find information about the words.
- Guess the meaning. Don't worry if your guess is not the one in the dictionary.

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WORD	Gr. form (adj., v., ...)	+, - or neutral	Sounding, word formation	Your guess

TEACHER TIP N. 2 – LISTENING OBJECTIVES (N. 1) LISTEN TO THE TEACHER READING FROM A BOOK

AIM

To make students listen more carefully.

Preparation

Choose an exciting moment or a dialogue in your reading book. Prepare a page or so of the text beforehand.

Write the proper names on the board and if you feel it is appropriate the difficult and new words.

Lesson

This is a good tip to ensure your class is really listening.

1. Starter

Start the lesson off recapping what has gone on before. You may wish to use some of the words/names on the board.

2. Actual teaching

Teacher reads aloud or you may wish to get students to read around the class.

When you arrive at the part of the story you have prepared and which is particularly engaging, tell students to turn their books over and look at you.

They should then just listen to the story rather than read it.

3. Demonstrate listening skill

When you have finished the prepared section you can ask questions about what has happened? Whether they spotted the difficult words and if they can guess the meaning.

4. Plenary

Before they turn their books over again to look at the text, rub your words off the board and ask them to find them in the text.

TEACHER TIP N. 3 – SPEAKING OBJECTIVES (N. 4) – RETELL AND ATTEMPT TO PARAPHRASE

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The main aim is to recount a story, anecdote or experience, and consider how this differs from written narrative.

- Take an article from a newspaper or website (BBC newsround is a good source; see http://news.bbc.co.uk/cbbcnews). In groups of two or three, ask the students to read the story.

- Discuss how they should report the story:

  - The article said that...

  - The incident happened... (Where? When? Why?)

  - A man commented that...

- The students can work in twos or threes to tell the class the story, without reading it. Tape-record what they are saying.

- Teacher transcribes what the students say.

- Using an overhead projector, you can compare the direct and indirect language needed for each type of report.

- As an extra activity, the class could correct the work of the oral report.

TEACHER TIP N. 4 – SPEAKING OBJECTIVES (N. 6) – USING QUESTION FORMS CORRECTLY

Teaching to ask the right question in the right way is not only a matter of drilling grammatical structures, but mainly an opportunity to teach our pupils to think for themselves. We know how hard it can be to elicit information or opinions from our pupils when they are not actively involved or when they do not care about the answers. When you ask a question, there's nothing more important than generating a true and honest interest about the answer. Therefore, the best tip to practise question forms is to encourage the pupils' personal involvement and to make them aware of the importance of this skill. In fact, good questioning skills are probably the first step to learn how to keep a conversation, how to obtain information or even how to control and engage people.

Types of questions

There are three main types of questions:

- **Factual questions** have only one correct answer, like "What's your name?" or "What time do you get up in the morning?" (useful to evaluate pupils' comprehension and memory).

- **Interpretive questions** have more than one answer, but they still must be supported by evidence. For example, people can have different, equally valid answers to "Why did the thief steal the money?" The answers are not wrong unless they have no relation to the question. They are generally open-ended. (Useful to encourage critical thinking, problem solving and discussions).

- **Evaluative questions** ask for some kind of opinion, belief or point of view, so they have no wrong answers. Nonetheless, the answers depend on prior knowledge or experience.

Try to avoid yes/no questions because they are usually a dead end. In contrast**, open-ended questions:**

- Invite opinions, thoughts and feelings.
- Encourage participation.
- Establish rappor.
- Push pupils' thinking.

Remember "who" questions do not give a demanding response while a "how" or "why" question requires a more complex richer answer.

Activities to encourage questioning

1. The desired answer game

- *Skills*: listening and speaking.
- *Patterns of interaction*: small groups (no more than five pupils each).
- *Timing*: 20-30 minutes.
- *Resources*: A set of separate cards or slips of paper for each group. The cards have different short answers related to colours, places, numbers, time, means of transport, and nationalities.
- *Procedure*: Divide the class into groups of up to 5 students. Give each group a set of cards. Each student chooses five cards without showing them to the others. (There is a pile of cards

left.) When the game starts, the first student asks one question to the student on his right in order to obtain the exact answer he has on his card. If the answer is correct, the student who asked discards that card and puts it on the desk; if the answer is not correct the student who answered takes a new card from the pile and the student who asked cannot discard his question. The game continues until one of the students discards all his cards, or until the last student does it.

GREEN	IN MADRID	BY CAR	FOUR	IN THE MORNING
YELLOW	IN PARIS	BY TRAIN	THREE	AT NIGHT
RED	IN BARCELONA	BY PLANE	TEN	AT FIVE O'CLOCK
BLACK	IN ROME	ON FOOT	FIVE	IN SPRING
BLUE	IN LONDON	BY BUS	TWO	IN WINTER
WHITE	IN BRAZIL	BY BOAT	SIXTY	IN SUMMER

2. The witty-cheaty question game

- *Skills*: speaking and listening.
- *Patterns of interaction*: pair-work first and individual retelling to the whole class in the second part of the activity.
- *Timing*: 30 minutes.
- *Resources*: Individual copies of a set of questions, different questions for each student in the pair (student A /student B).
- *Procedure*: Each student has a set of six very *naughty* or personal involving questions to ask to his partner. But the student has to change that embarrassing question into a *neutral* one, so that the other student does not know what he/she is really answering to. For instance, the naughty question is "What colour is your underwear?" but the neutral question is "What colour is a tomato?" As the answer will be probably "red", there is a chance of amusement. The student who asks writes down the answers.

In the second part of the activity, each student tells the funniest question & answer to the rest of the class. Finally, the whole class decides on the funniest or the naughtiest one.

Note: there is a good opportunity to practise reported questions, but also elicit direct report (i.e., just repeating the question and the answer).

STUDENT A

WHAT COLOUR IS YOUR UNDERWEAR?
HOW MANY TIMES HAVE YOU PLAYED TRUANT THIS MONTH?
HOW MANY BOYS / GIRLS HAVE YOU KISSED?
WHO IS THE PERSON IN THE CLASSROOM YOU WOULD GET MARRIED TO?
WHY DO BOYS / GIRLS LIKE YOU?
WHAT IS YOUR BRAIN MADE OF?

STUDENT B

WHAT COLOUR EYES DOES THE PERSON YOU LIKE HAVE?
HOW MANY BOYFRIENDS / GIRLFRIENDS HAVE YOU GOT?
WHERE WOULD YOU LIKE TO HIDE AWAY WITH YOUR BOYFRIEND/ GIRLFRIEND?
WHO IS THE PERSON IN THE CLASSROOM YOU WOULD LIKE TO GIVE A KISS TO?
WHY DO BOYS / GILRS NEVER GO OUT WITH YOU?
WHAT IS YOUR BLOOD MADE OF?

3. Quotes/questions discussion

This is a useful activity for groups of able students who are uncomfortable speaking in front of all of their peers, because it makes them speak in a less formal, more personal setting.

Procedure:

- Find quotes about a desired subject, in this case Black History in the United States, and distribute them into small groups.

- Have the students discuss the meaning of each quote and the phenomenon it describes. In many cases the students will need help with difficult vocabulary or complicated sentences. Also, it is a good idea to have some basic questions for the students to respond to that relate to the general theme.

- Once the students have worked on their own to organize their ideas, have each group present the ideas with the class and have a plenary.

We suggest a number of quotes on the topic mentioned:

- "When we ask Negroes to abide by the law, let us also declare that the white man does not abide by law in the ghettos. Day in and day out he violates welfare laws to deprive the poor of their meager allotments; he flagrantly violates building codes and regulations; his police make a mockery of law; he violates laws on equal employment and education and the provisions of civil services. The slums are the handiwork of a vicious system of the white society; Negroes live in them, but they do not make them, any more than a prisoner makes a prison".

  Martin Luther King, Jr., The Trumpet of Conscience, 1967.

- "Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. Hate multiplies hate, violence multiplies violence, and toughness multiplies toughness in a descending spiral of destruction...The chain reaction of evil –hate begetting hate, wars producing more wars– must be broken, or we shall be plunged into the dark abyss of annihilation".
Martin Luther King, Jr., Strength To Love, 1963.

- "Many of the ugly pages of American history have been obscured and forgotten... America owes a debt of justice, which it has only begun to pay. If it loses the will to finish or slackens in its determination, history will recall its crimes and the country that would be great will lack the most indispensable element of greatness - justice".
Martin Luther King, Jr., Where Do We Go from Here: Chaos or Community? 1967.

- "Being a Negro in America means trying to smile when you want to cry. It means trying to hold on to physical life amid psychological death. It means the pain of watching your children grow up with clouds of inferiority in their mental skies. It means having your legs cut off, and then being condemned for being a cripple. It means seeing your mother and father spiritually murdered by the *slings and arrows of daily exploitation, and then being hated for being an orphan".*
Martin Luther King, Jr., Where Do We Go from Here: Chaos or Community? 1967.

- "Though our hands are chained like they are, they haven't taken music from us yet. So that's how I'll fight. People tell me don't quit like everyone else. I won't have no fear".
Tupac Shakur, rap musician

- "Let me say for the record, I am not a gangster and never have been. I'm not the thief who grabs your purse. I'm not the guy who jacks your car. I'm not down with the people who steal and hurt others. I'm just a brother who fights back".
Tupac Shakur, rap musician

- "And the raps that I'm rappin' to my community shouldn't be filled with rage? They shouldn't be filled with same atrocities that they gave me? The media they don't talk about it, so in my raps I have to talk about it, and it seems foreign because there's no one else talking about it".
Tupac Shakur, rap musician

- "It is time for parents to teach young people early on that in diversity there is beauty and there is strength".
Maya Angelou, author, poet, actress, film producer, and civil rights activist

- "My mother said I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors".
Maya Angelou, author, poet, actress, film producer, and civil rights activist

- "Perhaps travel cannot prevent bigotry, but by demonstrating that all peoples cry, laugh, eat, worry, and die, it can introduce the idea that if we try and understand each other, we may even become friends".
Maya Angelou, author, poet, actress, film producer, and civil rights activist

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- "Love costs all we are
  and will ever be.
  Yet it is only love
  which sets us free".

  From A Brave and Startling Truth by Maya Angelou, author, poet, actress, film producer and civil rights activist

- "There is not a liberal America and a conservative America — there is the United States of America. There is not a Black America and a White America and Latino America and Asian America — there's the United States of America".

  From the "Deomocratic National Convention Speech (2004)" by Barack Obama, 44th American President

- "I am a prisoner of my own biography: I can't help but view the American experience through the lens of a black man of mixed heritage, forever mindful of how generations of people who looked like me were subjugated and stigmatized, and the subtle and not so subtle ways that race and class continue to shape our lives".

  From The Audacity of Hope by Barack Obama, 44th American President

- "We will need to understand just how we got to this place, this land of warring factions and tribal hatreds. And we will need to remind ourselves, despite all our differences, just how much we share: common hopes, common dreams, a bond that will not break".

  From The Audacity of Hope by Barack Obama, 44th American President

TEACHER TIP N. 5 – SPEAKING OBJECTIVES (N. 5) EVALUATE OWN PRESENTATION

See teacher tip n. 2 for year 1.

TEACHER TIP N. 6– READING AND WRITING OBJECTIVES – GENERAL AIMS - UNDERSTAND NARRATIVE STRUCTURES

See class reader activities for *Kensuke's Kingdom*.

TEACHER TIP N. 7 – WRITING OBJECTIVES (N. 7) – WRITE ABOUT BOOKS READ, EVALUATING CHARACTERS, PLOT AND LANGUAGE; EXPERIMENT WITH BIOGRAPHICAL AND AUTOBIOGRAPHICAL WRITING

Keeping a reading journal

A reading journal, sometimes known as a reading log, is a critical thinking tool which allows the reader respond to texts by analysing or reflecting on them. It also provides the teacher with information about their pupils' thinking processes and comprehension.

What should pupils write in their journals?

Reading journals don't have a definite format. Sometimes you may decide that pupils will write entries responding to every chapter of a book or just one or to many different books. It may be an extract or some sentences. It can be kept in response to fiction as well as non-fiction texts. They can be

kept individually or in collaborative groups. A reading journal can be something very simple or more elaborate. You can find an example of an elaborate reading journal in *Kensuke's Kingdom* activity book.

The tasks can differ depending upon the age and experience of your students and the purpose you have in mind:

- to set personal goals for reading;
- to keep a list of texts read;
- to record interesting words;
- to record interesting passages and quotations;
- to anticipate and predict;
- to develop new elements;
- to change the text;
- to record feelings in response to reading;
- to explore memories in response to reading;
- to relate the text to personal experience;
- to relate the text to other parts of the text, other texts, films, etc.

The written responses to reading texts can have different forms: notes, letters, diagrams, questions, poems, reviews, sketches, descriptions, scripts, language analysis at word, sentence or text level, etc.

When should pupils write in their journals?

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The word "journal" suggests that it is kept daily, but you can decide a different periodicity.

If pupils have not kept a reading journal before, it can be kept by the whole group with the teacher demonstrating how to respond to texts.

When pupils know what is expected from them and know how to do it, entries can be written autonomously and tasks can be given for homework, especially if they link to work in class.

THE GLOBE

Teacher rescues 23 kids

Picture

The first sentence of the opening paragraph is the topic sentence. This first paragraph answers the questions- *who, what, where* and *when.*

Paragraphs are short, there is frequent use of dramatic vocabulary, e.g. *"shock", "horror", "anger", "outrage".*

Eye witness accounts written in inverted commas*". I was so scared I ran", housewife Mary Jones said.* Notice the way newspapers label people by job, status, age, e.g. *"rock star Tina Turner, 58..."*

Story is developed with short sentences – simple or compound i.e. using *and, but, so.*

Sensational vocabulary to develop story.

Paragraphs short and often of only one sentence.

Headlines

Often leave out articles and auxiliary verbs.

Use short words, e.g. *Weds for marries.*

Use present tense for recent past.

Order of Text

Not totally chronological.

- 1st paragraph summary. Who, what, where, when.
- Background to event.
- Return to now with dialogue.
- Look ahead to future.

Stimulus

Any local event.

An event in the novel being read.

A school trip or special day at school.

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Recommended books and websites

LIST OF RECOMMENDED BOOKS FOR TEACHERS		
AUTHOR	**TITLE**	**COMMENTS**
CGP REVISION GUIDES AND WORKBOOKS		
BIRDSALL, MELANIE	*FESTIVALS AND SPECIAL DAYS IN BRITAIN*	Organised according to season and traceable according to level, this photocopiable book offers a large number of games and activities about different events: April Fool's Day, Halloween, Bonfire Night, Notting Hill Carnival, etc.
BROOMHEAD, RICHARD	*FRAMEWORK NON-FICTION*	The book provides essential coverage of this crucial area. Contents are organised by text-type, and include instructions, advice, letters, information texts, biographies, reports, summaries, personal recounts, persuasive and opinion-based writing, bias, discursive writing, explanations, and transcripts of speech.
BARTON, GEOFF	*DEVELOPING POETRY SKILLS-READING POETRY 11-14*	English to GCSE covers everything students need to know for GCSE English and English Literature syllabuses. It encourages students to read texts at deeper levels and develop their own writing style.
BARTON, GEOFF	*ENGLISH TO GCSE*	English to GCSE covers everything students need to know for GCSE English and English Literature syllabuses. It encourages students to read texts at deeper levels and develop their own writing style.
BARTON, GEOFF	*NEW LITERACY KIT: YEAR 7, 8, 9*	Books in this series go with CD-ROM.
BARTON, GEOFF	*THE REAL WORLD – NON-FICTION AND MEDIA 11-14*	Non-fiction and media texts to develop reading and writing skills.

LIST OF RECOMMENDED BOOKS FOR TEACHERS (cont.)

AUTHOR	TITLE	COMMENTS
BARTON, GEOFF	*WRITING TO 14 AND WRITING FRAMES*	The easy-to-use sections provide: coverage of writing objectives in the Framework; analysis of essential features and techniques with examples of good practice; short activities and longer assignments for students to practise and develop their skills; extended writing scenarios at the end of the book –ideal for assignments or for teacher cover lessons– and Writing Frames.
CORBETT, PIE	*HOW TO TEACH FICTION WRITING AT KEY STAGE 2*	Wonderful resource for literacy dummies. Meant for primary UK students, it is clear and inspiring and focuses on the key aspects of story writing.
EDDY, STEVE; EASTON, JANE; ENGLISH, LUCY & GREEN, MARY	*EMPOWER 1. GIVING YOU KEY ENGLISH SKILLS*	Textbook addressed to low-attainers. Hardly any support for teachers.
HANCOCK, MARK	*PRONUNCIATION GAMES*	Original games and activities to raise awareness and practise of sounds, word tress and sentence stress.
HACKMAN,SUE	*FAST FORWARD WRITING. LEVEL 3 TO 4. SECOND EDITION*	Lessons to improve writing. The books have five sections: shaping sentences, grabbing the reader, putting on the style, telling, and writing on demand. Each of them subdivided into telling by showing and ending sentences.
HACKMAN,SUE	*FAST FORWARD WRITING. LEVEL 4 TO 5.*	Lessons to improve writing. The books have five sections: sharpening your writing, improving your writing process, improving your style, improving your composition and improving your narrative writing. Each of them subdivided into making your point and enriching your sentences.
HUBBARD, SHELAGH	*LANGUAGE TO PERSUADE, ARGUE AND ADVISE (LITERACY IN CONTEXT)*	All the materials have practical application in the classroom, with the language features very clearly defined and practised in context. The course provides text types specified by the revised curriculum, and tailor-made resources including lesson plans, writing frames, assessment models for target setting and text extracts for reading and analysis. There is an accompanying Teachers' portfolio.
LOCKWOOD, LIZ	*ENGLISH TO 14*	Textbook.
LUCANTONI, PETER	*IGCSE ENGLISH AS A SECOND LANGUAGE. TEXTBOOK. SECOND EDITION*	Materials to cover the IGCSE ESL syllabus. The textbook comes with 2 pocketed CDs. The workbook includes a pocketed CD.
LUCANTONI, PETER	*FIRST LANGUAGE ENGLISH: IGCSE*	Student book, workbook.
MANNION, JOHN	*COLLINS SCHOOL GRAMMAR. STUDENTS' WORKBOOK 1, WORKBOOK 2, WORKBOOK 3*	Key grammatical concepts related to spoken and written language.
STRONG, JULIA	*LITERACY AT 11-14. A PRACTICAL GUIDE TO RAISING ACHIEVEMENT THROUGH WHOLE-SCHOOL LITERACY DEVELOPMENT*	The bible for secondary.

LIST OF RECOMMENDED BOOKS FOR STUDENTS - FICTION (cont.)

AUTHOR	TITLE	LEVEL
ADLINGTON, L.J.	*THE DIARY OF PELLY-D*	
AITKEN, JANE	*THE SHADOW GUESTS*	
ALCOCK, VIVIEN	*THE MONSTER GARDEN*	
ALLARD, HARRY	*MISS NELSON IS MISSING*	
ALLEN-GRAY, ALISON	*UNIQUE*	
ALMOND, DAVID	*SKELLIG* *CLAY* *THE FIRE EATERS*	*medium* *medium* *medium*
ANGELOU, MAYA	*I KNOW WHY THE CAGED BIRD SINGS*	*extended*
ARDAGH, PHILIP	*THE FALL OF FERGAL*	
ASHWORTH, SHERRY	*DISCONNECTED*	
BARTON, GEOFF (editor & consultant)	*TEN SHORT PLAYS*	
BAWDEN, NINA	*THE FINDING*	
BLACKMAN, MALORIE	*NOUGHTS AND CROSSES* *KNIFE EDGE* *CHECKMATE*	*medium* *medium* *medium*
BLOOM, VALERIE	*WHOOP AN' SHOUT!*	*medium*
BLUME, JUDY	*TALES OF A 4TH GRADE NOTHING*	*very easy*
BOWLER, TIM	*RIVER BOY*	*medium*
BRANFORD, HENRIETTA	*FIRE, BED AND BONE*	
BRESLIN, THERESA	*WHISPERS IN THE GRAVEYARD*	*medium*
BYARS, BETSY	*THE 18TH EMERGENCY* *MCMUMMY*	*easy* *easy*
COLEMAN, MICHAEL	*WEIRDO'S WAR*	
COLFER, EOIN	*THE WISH LIST* *ARTEMIS FOWL* *THE ARCTIC INCIDENT* *THE ETERNITY CODE* *THE OPAL DECEPTION*	*medium*
COTTRELL BOYCE, F	*MILLIONS*	*easy/medium*
CROSS, GILLIAN	*CALLING A DEAD MAN* *THE DARK GROUND*	*easy to medium*
DAHL, ROALD	*CHARLIE AND THE CHOCOLATE FACTORY* *THE WITCHES* *JAMES AND THE GIANT PEACH*	*easy all*
DEJONG, MEINDERT	*THE HOUSE OF SIXTY FATHERS*	
DESAI, ANITA	*THE VILLAGE BY THE SEA*	*extended*
DONNELLY, JENNIFER	*A NORTHERN LIGHT*	*medium/extended*

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LIST OF RECOMMENDED BOOKS FOR STUDENTS - FICTION (cont.)

AUTHOR	TITLE	LEVEL
ED. MARLAND, MICHAEL	GLOBAL TALES – STORIES FROM MANY CULTURES	medium/extended
ELBOZ, STEPHEN	THE TOWER AT MOONVILLE	
ETRA, JONATHAN	ALIENS FOR BREAKFAST	
FARMER, PENELOPE	CHARLOTTE SOMETIMES	medium
FINCHLER, JUDY AND O'MALLEY, KEVIN	TESTING MISS MALARKEY	
FINE, ANNE	GOOGLE-EYES TULIP TOUCH	medium
FITZHUGH, LOUISE	HARRIET THE SPY	
FORDE, CATHERINE	FAT BOY SWIM	medium
FRENCH, JACKIE	HITLER'S DAUGHTER	
GAIMAN, NEIL	CORALINE	easy to medium
GANTOS, JACK	JOEY PIGZA SWALLOWED THE KEY	
GARNER, ALAN	THE OWL SERVICE	easy
GIBBONS, ALAN	SHADOW OF THE MINOTAUR THE EDGE	
GILSON, JAMIE	THIRTEEN WAYS TO SINK A SUB	
GOLDING, W.	LORD OF THE FLIES	extended
GRAY, KEITH GRAY, KEITH	MALARKEY THE RUNNER	
GREEN, BETTE	SUMMER OF MY GERMAN SOLDIER	
GRIMES, NICK	BRONX MASQUERADE	
GROSS, PHILIP	THE LASTLING	medium to extended
HADDON, MARK	THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME	medium to extended
HARTNETT, SONYA	THURSDAY'S CHILD	
HESSE, KAREN	THE MUSIC OF DOLPHINS	
HIAASEN, CARL	HOOT	medium
HILL, SUSAN	I'M THE KING OF THE CASTLE	medium
HOROWITZ, ANTHONY	SKELETON KEY GROOSHAM GRANGE POINT BLANC STORMBREAKER	medium
HOWE, DEBORAH AND JAMES	BUNNICULA: A RABBIT TALE OF MYSTERY	
HOY, LINDA	YOUR FRIEND REBECCA	
IBBOTSON, EVA	JOURNEY TO THE RIVER SEA	medium
JARMAN, JULIA	HANGMAN	

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LIST OF RECOMMENDED BOOKS FOR STUDENTS - FICTION (cont.)

AUTHOR	TITLE	LEVEL
JINKS, CATHERINE	PAGAN'S CRUSADE	
JOHNSON, PETE	DIARY OF AN (UN)TEENAGER	
JOHNSON, PETE	THE PROTECTORS	
KEANEY, BRIAN	JACOB'S LADDER	
KLASS, DAVID	YOU DON'T KNOW ME	
LAIRD, ELIZABETH	SECRET FRIENDS	medium
LAIRD, ELIZABETH	THE GARBAGE KING	medium
LAIRD, ELIZABETH	A LITTLE PIECE OF GROUND	medium
LAWRENCE, CAROLINE	THE ROMAN MYSTERIES THE THIEVES OF OSTIA THE SECRETS OF THE VESUVIUS THE PIRATES OF POMPEII THE ASSASSINS OF ROME THE DOLPHINS OF LAURENTUM THE TWELVE TASKS OF FLAVIA GEMINA THE ENEMIES OF JUPITER	medium
LAYTON, G.	THE FIB AND OTHER STORIES	medium
LEE, HARPER	TO KILL A MOCKINGBIRD	extended
LEWIS, C.S.	THE COMPLETE CHRONICLES OF NARNIA: THE MAGICIAN'S NEPHEW THE LION, THE WITCH AND THE WARDROBE THE HORSE AND HIS BOY PRINCE CASPIAN THE VOYAGE OF THE 'DAWN TREADER' THE SILVER CHAIR THE LAST BATTLE	extended
LIVELY, PENELOPE	THE GHOST OF THOMAS KEMP	medium
LOWRY, LOis	THE GIVER NUMBER THE STARS	
MACPHAIL, CATHERINE	TRIBES WHEELS	
MADDOCK, REGINALD	DRAGON IN THE GARDEN	
MAGORIAN, MICHELLE	GOODNIGHT, MR TOM	medium to extended
MARK, JAN	RIDING TYCHO	medium
MCCAUGHREAN, GERALDINE	THE KITE RIDER	medium
MCKAY, HILARY	SAFFY´S ANGELS	medium
MOORE, JEAN AND CATRON, JOHN	PRE-TWENTIETH CENTURY SHORT STORIES	extended
MORGAN, NICOLA	MONDAYS ARE RED	

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LIST OF RECOMMENDED BOOKS FOR STUDENTS - FICTION (cont.)

AUTHOR	TITLE	LEVEL
MORPURGO, MICHAEL	KENSUKE'S KINGDOM WHY THE WHALES CAME ROBIN OF SHERWOOD THE BUTTERFLY LION PRIVATE PEACEFUL	easy to medium
NAIDOO, BEVERLY	JOURNEY TO JO'BURG	extended
NAUGHTON, BILL	GOALKEEPER'S REVENGE	medium
NESBIT, E	THE RAILWAY CHILDREN	medium
NICHOLSON, WILLIAM	THE WIND SINGER	medium to extended
NIMMO, JENNY	THE RINALDI RING	

NIX, GARTH	KEYS TO THE KINGDOM SERIES
	    MISTER MONDAY
	    GRIM TUESDAY
	    DROWNED WEDNESDAY
	    SIR THURSDAY
	    LADY FRIDAY
	    SUPERB SATURDAY
		medium to extended

	THE OLD KINGDOM SERIES
	    SABRIEL
	    LIRAEL, DAUGHTER OF CLAYR
	    ABHORSEN
	    THE CREATURE IN THE CASE
	    ACROSS THE WALL	

O'BRIEN, ROBERT C.	Z FOR ZACHARIAH	extended
ORWELL, GEORGE	ANIMAL FARM	extended
PAOLINI, CHRISTOPHER	ERAGON ELDEST BRISNGR	extended
PATTERSON, L R	FRANKENSTEIN'S AUNT	
PEET, MAL	KEEPER	
PRATCHETT, TERRY	THE AMAZING MAURICE AND HIS EDUCATED RODENTS THE WEE FREE MEN A HAT FULL OF SKY WINTERSMITH	medium to extended
REES, CELIA	WITCH CHILD	medium
REES, DAVID	THE EXETER BLITZ	
REEVE, PHILIP	MORTAL ENGINES	medium
REID BANKS, LYNNE	THE INDIAN IN THE CUPBOARD	easy
ROBERTS, KATHERINE	THE SEVEN FABULOUS WONDER SERIES THE GREAT PYRAMID ROBBERY	medium
ROSOFF, MEG	HOW I LIVE NOW	medium to extended
SACHAR, LOUIS	SIDEWAYS STORIES FROM WAYSIDE SCHOOL HOLES	easy medium

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LIST OF RECOMMENDED BOOKS FOR STUDENTS - FICTION (cont.)

AUTHOR	TITLE	LEVEL
SERRAILLIER, IAN	*THE SILVER SWORD*	*easy to medium*
SHAN, DARREN	*CIRQUE DU FREAK*	*medium*
SHEARER, ALEX	*THE SPEED OF THE DARK* *THE LOST* *BOOTLEG* *THE GREAT SWITCHEROONIE*	*medium*
SINGLETON, SARAH	*CENTURY*	
SMUCKER, BARBARA	*UNDERGROUND TO CANADA*	*medium*
SPINELLY, JERRY	*STARGIRL*	
STEINBECK, JOHN	*OF MICE AND MEN*	*medium to extended*
STROUD, JONATHAN	*THE AMULET OF SAMARKAND* *THE EYE OF THE GOLEM* *PTOLEMY'S GATE*	*medium to extended*
STYLES, MORAG (ED)	*I LIKE THAT STUFF, POEMS FROM MANY CULTURES*	
SWINDELLS, ROBERT	*STONE COLD* *ROOM 13 I* *iNVISIBLE* *DAZ 4 ZOE* *BLITZED*	*medium* *extended*
TOLAN, M.A.	*SURVIVING THE APPLEWHITES*	
TREASE, GEOFFREY	*THE ARPINO ASSIGNMENT*	
UPDALE, ELEANOR	*MONTMORENCY*	*medium*
URE, JEAN	*BAD ALICE* *BIG TOM*	
WAITE, JUDY	*FORBIDDEN*	
WAUGH, SYLVIA	*THE MENNYMS*	*easy*
WESTALL, ROBERT	*THE CREATURE IN THE DARK* *BLITZCAT* *THE MACHINE GUNNERS*	*medium*
WILSON, JACQUELINE	*BAD GIRLS* *THE ILLUSTRATED MUM* *THE WORRY WEBSITE*	*easy*
WOODSON, JACQUELINE	*LOCOMOTION*	
YEN MAH, ADELINE	*CHINESE CINDERELLA*	*medium*
ZEPHANIAH, BENJAMIN	*FACE*	*medium*

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LIST OF RECOMMENDED WEBSITES

The following section offers a selection of the endless amount of websites that teachers can use.

Educational Organisations and institutions

- **wwhttp://www.dcsf.gov.uk/**
  Department for Children, Schools and Families; legislation, news, statistics, policies, links, etc.

- **www.nc.uk.net**
  The National Curriculum Online -->English: useful websites and resources; view the National Curriculum; attainment targets; pupil's work and information about standards; link to Virtual Teacher Centre.

- **www.ncaction.org.uk**
  It shows what the national curriculum looks like in practice. The examples show the standards of pupils' work at different ages and key stages and activities for programmes of study.

- **www.literacytrust.org.uk**
  National Literacy Trust. An independent charity dedicated to building a literate nation. Resources searcher, initiatives, research, RIF project, etc.

- **www.standards.dfes.gov.uk**
  This site is a must. Go to Literacy (http://www.standards.dfes.gov.uk/literacy/) where you can find the National Literacy Strategy and choose Year 7, 8 or 9 to find a list of objectives with examples common to the objectives in our curricula. Or click KS2, KS3 for materials and examples. You can find lots of useful downloadable information in "Publications". Also **www.standards.dfes.gov.uk/secondary/**. Don't miss **http://www.teachers.tv/,** where you can download a number of interesting video clips for learning and teaching.

- **http://www.qca.org.uk**
  The Qualifications and Curriculum Authority (QCA). Curriculum, assessments, examinations and qualifications.

- **www.aaia.org.uk**
  Site built to promote pupil achievement through the development of effective assessment practice.

- **http://www.eric.ed.gov**
  Education Resources Information Center, sponsored by the U.S. Department of Education, Institute of Education Sciences (IES), provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials.

General Websites: In many of them you can find resources for other levels and subjects and materials for cross curricular teaching.

- **http://www.eslgold.com/**
  ESL and EFL oriented, this website provides a large number of handouts and ideas free of charge. It includes speaking, listening, reading, writing, grammar, vocabulary, business, pronunciation, toefl/toeic, idioms.

- **http://www.teachingenglish.org.uk/index.shtml**
  Non-commercial co-produced between the British Broadcasting Corporation and the British Council for non-native speaker teachers of English working predominantly in secondary education in state schools. Exam, Technology training, Lesson plans, Pronunciation chart.

- **http://www.literacymatters.com**
  Really useful. You can download FREE literacy resources and plans. We also provide low cost literacy resources to purchase and instantly download.

- **http://www.lancsngfl.ac.uk/**
  Excellent. Curriculum Links, resources and support for curriculum areas. Secondary Strategy Information, projects and resources to support the Secondary Strategy. Sharing Good Practice Websites that promote the sharing of good practices between schools.

- **www.atozteacherstuff.com**
  A to Z Teacher Stuff is a teacher-created site designed to help teachers find online resources more quickly and easily. Find lesson plans, thematic units, teacher tips, and discussion forums for teachers, downloadable teaching materials & eBooks, printable worksheets, emergent reader books, themes, and more. Featured Tools & Pages: Word Shapes Worksheet Generator, Word Search Maker, Handwriting Worksheet Generator, Leveled Books Database Science Experiments.

- **www.teachervision.com**
  TeacherVision is dedicated to helping teachers save time. Find 12,000+ pages of classroom-ready lesson plans, printables, and resources.

- **www.proteacher.com**
  Teaching Practices: Grouping, Lesson Planning, Theory & Practice, Assessment, Substitute Teachers, Teaching Materials ProTeacher Archive a growing collection of tens of thousands of ideas shared on ProTeacher over the years by teachers from across the United States and around the world.

- **www.teachingideas.co.uk**
  Teaching Ideas for Primary Teachers. But useful for secondary.

- **www.bbc.co.uk/education**
  Excellent, huge. Type literacy into the search box and there you are! It pays to surf around. There are many sub webs which can be very useful, such as **http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish** a news website especially for children. There are lots of lesson plans under the headings "citizenship, PSHE and Literacy" You can find links to and information about resources for teachers. There is also an area for teachers to share their ideas on a range of teaching topics. You may download materials for personal use or copying and using in the classroom.

- **http://www.teach-nology.com**
  Free access to lots of lesson plans, printable worksheets, reviewed web sites, articles, web tools, etc. You can also subscribe for wider access.

- **http://www.topmarks.co.uk**
  Quickly find the best homework help, revision websites and educational sites for use in the classroom. Interactive Whiteboard Resources.

- **http://www.teachit.co.uk**
  This one is very popular and useful.

- **http://www.learn.co.uk**
  Learn.co.uk publishes an online primary resource pack every term-time Tuesday in conjunction with the Education Guardian supplement.

- **http://www.scholastic.com**
  Another useful website, more primary oriented but still containing good tips for secondary teachers.

- **http://www.literacy.uconn.edu**
  A website sponsored by the University of Connecticut in which it is possible to find theoretical

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information, practical ideas, lesson plans and links to other webs. Locate ideas for integrating literacy strategies into your classroom.

- **http://www.nate.org.uk**
The National Organization for the teaching of English; among other jewels, it contains frameworks for group reading of class readers. Group Reading at Key Stage 3

- **www.britishcouncil.org/kids-stories-long.htm**
Longer stories for you to read –or to print and read. Remember if you double click on any word you don't understand you'll get the meaning– in a new window.

Fiction texts and how to exploit them

- **http://www.bibliomania.com/**
Literature and Study Guides (2000 texts of classic literature, drama and poetry together with detailed literary study guides). Easy to use, searchable and downloadable.

- **http://www. uky.edu/Subject/e-texts.html**
This website specially deals with American literary classics.

- **http://www.literacytrust.org.uk**
Based on the motto "Building a literate nation"; it promotes a love of reading among children and young people. If you visit links you will find a number of very interesting websites for teenage readers.

- **www.readingmatters.co.uk**
In-depth reviews for children and teens. It includes an interactive book finder and book excerpts.

- **www.readingzone.com**
News and updates on authors and series. It has a Children's zone, a School zone and a Family zone.

Drama

- **http://www.creativedrama.com**
Plenty of incredibly useful theatre games and information about plays for performance.

- **http://www.surfaquarium.com/IT/content/drama.htm**
Top drama resources online. A really interesting web for innovative teachers who see drama as a useful teaching tool. It contains original monologues for student actors, ideas for playwriting projects and dozens of proven lesson plans for classroom creative drama sorted by age level, type or content.

Poetry

- **http://www.poetryclass.net/**
Initiative to develop the use of poetry in the classroom, which has downloadable lesson plans.

- **http://www.poetrymagic.co.uk**
Centre for poets, aspiring poets and students of poetry. Not meant for pupils.

On non-fiction texts

- **http://kwr-co.nect.net/index.html**
The links to "literacy" and "resources" are really worthwhile.

- **http://www.teachit.co.uk/index.asp?M=3&A=7&S=145&Z=1#S145**
  Really useful.

- **http://www.teachit.co.uk/index.asp?T=M&M=3&A=5**

- **http://www.bbc.co.uk/schools/gcsebitesize/english/readingnonfict/**
  To read them.

- **http://www.bbc.co.uk/schools/gcsebitesize/english/writingnonfict/**
  To write them.

- **http://wilearns.state.wi.us/apps/default.asp?cid=27**
  Good to start.

- **http://www.teachingideas.co.uk/english/contents06writingnonfiction.htm**
  The theory and the practice (it's for primary but ideas and resources can be exportable).

- **http://www.teachingliterature.org/teachingliterature/nonfiction.htm**
  Good ideas and suggestions.

- **http://www.lancsngfl.ac.uk/nationalstrategy/literacy/index.php?category_id=47&s =!B121cf29d70ec8a3d54a33343010cc2**

Consultation

Assorted dictionaries

- **http://dictionary.cambridge.org/**
  Cambridge Advanced Learner's Dictionary.

- **http://dictionary.reference.com/**
  Which has tabs for this dictionary, for thesaurus and for encyclopaedia.

- **http://www.ldoceonline.com/**
  Longman dictionary on-line. Good examples, pronunciation recorded, AFI, etc.

- **http://www.merriam-webster.com/dictionary/ Merriam**
  Webster on-line. Links to thesaurus and Spanish - English dictionary.

- **http://www.wordsmyth.net/live/home.php**
  Another free dictionary, Wordsmith, offers good examples, thesaurus and children's dictionary.

- **http://wordnet.princeton.edu/**
  Princeton University dictionary.

- **http://www.visualthesaurus.com/online/index.html**
  Thesaurus's online version, easy to use with the words floating over the screen. You can explore it for free to understand how it works.

- **http://encarta.msn.com/encnet/features/dictionary/dictionaryhome.aspx**
  Encarta World English Dictionary. Origins of words also given.

- **http://www.quotationspage.com/**
  Quotations by author and subject.

- **http://www.peevish.co.uk/slang/index.htm**
  On-line growing dictionary of British English slang listing over 4000 slang expressions.

- **http://www.etymonline.com/index.php**
  To track word origins and shifts.

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Information retrieval

- **http://www.factmonster.com/encyclopedia.html**
  Encyclopaedia addressed to kids, it is a quick source for information. Good starting point to get the bare facts. It also has a number of tools: homework helper, news, atlas, dictionary, etc.

- **Encyclopedia.com**
  Offers more than 50,000 articles from The Concise Columbia Electronic Encyclopaedia (Sixth Edition).

- **http://en.wikipedia.org/wiki/Main_Page**
  Wikipedia: more than 700,000 articles that are edited by hundreds of thousands of visitors.

- **http://www.thefreedictionary.com/**
  As they say, English, Medical, Legal, Financial, and Computer Dictionaries, Thesaurus, Acronyms, Idioms, Encyclopaedia, a Literature Reference Library, and a Search Engine all in one!

- **http://www.newseum.org/todaysfrontpages/**
  To consult the front pages of today's newspapers from all over the world.

E-texts

- **http://etext.lib.virginia.edu/collections/languages/english/**
  Free access to many texts by the University of Virginia, from Old English to modern poetry.

- **http://www.davidap.com/library/index.html**
  English Library Net. Huge site with poetry, novels and classic non-English writers.

- **http://www.literature.org/**
  The Online Literature Library: unabridged texts of classic works of English literature and classic scientific works.

- **http://www.gutenberg.org/catalog/**
  You can download thousands of books in different languages from the Gutenberg site, a project which started more than 30 years ago.

- **http://un2sg4.unige.ch/athena/html/athome.html**
  Athena, another huge site to download books.

- **http://sara.natcorp.ox.ac.uk/lookup.html**
  BCN, British National Corpus: database developed by Oxford University made up of thousands of samples of books, magazines, newspapers, etc. from the 1990s. What you get is a large number of contexts where the searched words appear rather than full texts.

- **http://www.bartleby.com**
  Free access to a number of texts among many other interesting things.

- **http://www.bibliomania.com**
  Thousands of e-books, poems, articles, short stories and plays. New nooks added monthly.

- **http://www.classicreader.com**
  Another huge source of classic texts. It has a section for younger readers and adds author's biographies.