

BOARD OF GOVERNORS OF
THE EUROPEAN SCHOOLS - BRUSSELS

24 & 25 OCTOBER 1995

SYLLABUS AND GUIDANCE FOR
ENGLISH, LANGUAGE I,
FOR NURSERY AND PRIMARY CYCLES

EUROPEAN SCHOOLS
NURSERY AND PRIMARY CYCLES
ENGLISH (MOTHER TONGUE)
SYLLABUS AND GUIDANCE

Aims and Objectives - Listening and Speaking

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	NURSERY:-	1ST YEAR	2ND YEAR
Reporting	<ul style="list-style-type: none"> - re-call full name and some nursery rhymes. - label and name objects. - describe objects. - describe events in the recent past, recalling. - order events (sequencing) - make comparisons - recall and know own address, age and sex. 	<ul style="list-style-type: none"> - speak to convey information to other children, teachers' classes. - select a language register appropriate to the audience and situation. - extract the central meaning. - use more complex sentences with appropriate subject/object and employing adjectives and adverbs - imitate new words, 	<ul style="list-style-type: none"> - talk about texts - retell stories, poems, events. - tell a story with animation and expression. - to adjust language to situation more readily - reformulate it to help the listener
Predicting	<ul style="list-style-type: none"> - predict events in known stories/rhymes. - anticipate everyday events. - anticipate a sequence of events. 	<ul style="list-style-type: none"> - anticipate problems. - predict consequences. - use constructional toys in group situations. 	<ul style="list-style-type: none"> - recognise alternative possibilities. - develop the enquiring mind by questioning - 'How does it?' 'Why will it?' 'When will this?' 'Where shall I?

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Reporting	<ul style="list-style-type: none"> - deliver correctly a spoken message with more than one part to it. - take part in class discussions on topical subjects. - report on past experiences. - relate real or imaginary events in a connected narrative which conveys meaning to a group of pupils, the teacher or another known adult. 	<ul style="list-style-type: none"> - describe something that has happened, getting the details right and getting things in the right order. - prepare a short talk on a topic of personal interest and deliver it to the class, using notes but not reading the text. - use a tape recorder or video recorder to record a talk or interview for a given purpose, being aware of likely difficulties eg repetition, closed questions, timing, interest. - vary voice speed and level appropriately in the course of any reporting. 	<ul style="list-style-type: none"> - retell a story to a large group in a large space so as to be heard and understood by everyone. - make a three minute speech with only brief preparation. - compile a programme for a particular audience for a given purpose. - use language to convey information and ideas effectively for example: reporting from personal investigation or research.
Predicting	<ul style="list-style-type: none"> - recognise alternative possibilities in stories, events. - develop ability to enquire by questioning "How does it"? "Why will it"? "When will this"? "Where shall I"? 	<ul style="list-style-type: none"> - to question perceptively to obtain information. 	<ul style="list-style-type: none"> - to consider or express several different possibilities in outcome.

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	NURSERY	1ST YEAR	2ND YEAR
Projecting	- project into the experiences of others	- begin to project into feelings of others, eg recognise emotions, anger, excitement etc. in others	- project into reactions of others, eg 'My mother will be angry'
Imagining	- engage in imaginative play and role play - develop a situation from his/her experience - what might happen next - develop a situation within play/role play	- describe imaginary events to a teacher or peer - drama - role play of situations familiar - express through play the animation of fantasy ideas	- tell well-constructed story to group or class - speculate on endings to stories.
Directing	- describe own actions - direct own actions.	- collaborate with others in a variety of activities.	- give simple, clear instructions - tell a joke that others find funny.
Self maintaining	- refer to physical/psychological needs and wants - begin to understand that personal demands are affected by others' needs	- explain own behaviour or views	- justify own behaviour or views

Learning Objectives - Speaking and Listening

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Projecting	- project into situations never experienced.	- prepare and conducting interviews with peers/adults using knowledge gained by projecting into experience of others, feelings, reactions.	- project with greater precision into more complex situations never experienced.
Imagining	- develop an original story.	- use voice, tone, accent, speech register and gesture to enrich imaginative speech - demonstrate awareness of need to find appropriate words to convey ideas.	- prepare and perform a role play situation within a group on a given or chosen topic - read or recite prose/poetry - using timing and expression to enhance the effect.
Directing	- direct the actions of others - explain to peers how to use a computer or other class equipment so that he/she understands - give instructions or directions clearly - using a telephone efficiently - giving/ receiving information	- give directions for getting to a place at least 1km from school including at least six instructions - explain how to draw a simple diagram to another person so that she/he draws it correctly - lead a group and report back to class/teacher.	- explain to a small group how something works so that they are able to answer questions from the information given - give clear and appropriate emergency instructions (eg fire evacuation) - explain a specific process clearly.

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	NURSERY	1ST YEAR	2ND YEAR
Drama	<ul style="list-style-type: none"> - use a variety of games which require speech - engage in imaginative play using well known situations - learn and repeat rhymes and rhythm games - act out stories, poems - take part in performances 	<ul style="list-style-type: none"> - use spontaneous role play in groups - use games involving vocabulary rhyme and rhythm 	<ul style="list-style-type: none"> - using role play based on specific sequence of ideas.
Towards logical reasoning	<ul style="list-style-type: none"> - be able to hold coherent conversations using words other than nouns or verbs - use pronouns, plurals and the past tense - play word games, guessing the name of an object from a description, word sequencing, games etc. - give opportunities for role play to groups of children - use play involving sorting, classifying, discussion (recognise relationships) 	<ul style="list-style-type: none"> - participate as speakers and listeners in a group engaged in a given task - respond appropriately to a range of more complex instruction given by a teacher and give simple instructions - use games, constructional toys to develop shared discussion and develop language - encourage speculation 'What do you think would happen if?' 'How do you think it will work?' - respond and participate in teacher-created opportunities for sustained conversation ie class visits, topics and activities requiring particular vocabulary, discussion and questioning. 	<ul style="list-style-type: none"> - increasingly develop and expand all of these skills

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Self maintaining	<ul style="list-style-type: none"> - evaluate own talk with partner of group 	<ul style="list-style-type: none"> - begin to evaluate own contribution - hold group's attention on prepared subject - gain confidence to express opinions 	<ul style="list-style-type: none"> - give prepared talk competently - express and justifying opinions - question others perceptively - express feelings to:- known adults; other children - use gesture and movement in association with the voice when effective communication demands it - teach a small group how to make or do something effectively and accurately
Drama	<ul style="list-style-type: none"> - speak clearly with attention to register and appropriate vocabulary - learn and perform more complex poems/rhymes - learning and perform stories using own words - performance in a variety of drama activities 	<ul style="list-style-type: none"> - explore different modes of speech through role play - increase their range of skills and experience in drama 	<ul style="list-style-type: none"> - learn and perform a script/prose/poetry - write, direct, cast, learn and perform a play/monologue - refine performance in role play through the use of dialect and accent - increasingly adapt speech to audience needs - develop increasingly clear diction and delivery

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Towards logical reasoning	<ul style="list-style-type: none"> - discuss group task with group members - asking relevant questions - exploring speech through role play 	<ul style="list-style-type: none"> - recognise causal and dependent relationships - recognise problems and solutions - being increasingly aware of need to adapt language, register, to purpose and audience - learning to question others perceptively - begin to criticise constructively - appreciate that criticism has positive and negative elements 	<ul style="list-style-type: none"> - prepare and proposing motion for debate - attempt to argue a case - demonstrate sufficient confidence and skill to plan, prepare and conduct themselves effectively in all aspects of coursework which require oral communication - evaluate a group discussion/debate - criticise fairly and constructively - sum up at the end of a debate - prepare and propose a vote of thanks.

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	NURSERY	1ST YEAR	2ND YEAR
Listening for operational instructions	Pupils should be able to:- - listen to and repeat correctly simple instructions from teacher - carry out the instructions - listen to sound patterns and rhymes - listen to and respond to speakers of other languages	- listen for longer periods to more complex instructions from teacher - carry out instructions - learn to talk in turns.	- listen to and carry out instructions from adults - listen for longer periods.
Listening as a learning skill within the objectives of other skills	- follow instructions	- understand wider vocabulary	- understand wider vocabulary and more complex information
Listening and comprehension	- listen to stories - makes simple responses	- listen to stories on tape or radio, and listening games.	- retell stories - make comparisons, etc.
Listening to assimilate facts.	- listen actively to teacher - reproduce sound patterns and rhymes in pitch and time.	- develop memory training through listening to rhymes, poems, songs etc, repetition - take part in choral speaking	- listen to radio/cassettes/videos for information

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Listening for operational instructions.	- listen to instructions from adults and peers and carry out appropriate actions.	- carry out more complex instructions and over a longer time span of operation. - differentiate between different types of speech, language, purpose, including other languages.	- explain instructions from one person to another using different vocabulary to original.
Listening as a learning skill within the objectives of other skills.	- ask clarifying questions - respond appropriately.	- learn poems/prose/script - comprehend main ideas in simple passages of information or explanation given orally - listen actively in such a way as to respond in an appropriate manner to the situation	- evaluate a group discussion.
Listening and comprehension	- tell stories with beginning, middle and end - listen actively, so as to be able to ask questions - make comments and respond in other relevant ways to what is heard.	- respond reflectively to group - listen actively in such a way as to respond in a manner which is appropriate to the situation.	- evaluate a group discussion - explain clearly using own choice of vocabulary - recognise verbal and non-verbal clues.

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	NURSERY	1ST YEAR	2ND YEAR
Listening for pleasure	<ul style="list-style-type: none"> - use percussion and every day sound patterns (machinery, traffic, waves, sirens, etc) - use nursery rhymes and jingles - use simple stories with repetition - engage in shared activity in repetitive parts (eg Gingerbread Man, Golilocks) - enjoy simple songs and stories with actions cues. 	<ul style="list-style-type: none"> - play sound patterns (music) - listen to music - use radio and television - listen to longer sessions of poetry/prose - play sound patterns simple and more complex (music) 	<ul style="list-style-type: none"> - listen to music - listen to more complex sound patterns in music - use musical instruments and listen for rhythm - train memory through listening

SPEAKING AND LISTENING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Listen to assimilate facts	<ul style="list-style-type: none"> - listen to radio/cassettes/videos/ instructions for more specific information - focus on particular pre-chosen aspects, not necessarily the whole text 	<ul style="list-style-type: none"> - listen as a participant in discussion and debates 	<ul style="list-style-type: none"> - make decisions on how to respond appropriately through having listened.
Listen for pleasure	<ul style="list-style-type: none"> - use descriptive passages film and music for listening response - enjoy stories for the intrinsic with no other response than the pleasure of participation - listen to poetry spoken by children for children (including older children for younger children) - appreciate own work or other child's work being read to class 	<ul style="list-style-type: none"> - use improvised characters and plots with natural spontaneous dialogue - use drama of special events - drama of sound and movement - take part in group story-telling - 'taking over the thread' - listen to poetry - memorise selected poems - take part in choral speaking - select personal favourites in poetry or prose to read to class - use literature as a stimulus for other activities - art/craft, imaginative writing, poetry etc 	<ul style="list-style-type: none"> - expand their experience of literature (different countries/cultures) - listen to literature read aloud from a wide band of authors and subjects - discuss their responses of literature - recreate dramatic activities in literature, through selective use of audio visual aids for literature, television, radio, film - listen as participants in debates

Aims and Objectives - Reading

READING

During the course of the year pupils should be able to:-

STRANDS	NURSERY -	1ST YEAR	2ND YEAR
Enjoyment	<ul style="list-style-type: none"> - learn that books are exciting and enjoyable - browse and relax comfortable in the classroom reading area - appreciate words, pictures and stories in the classroom - have regular planned opportunities to read regularly for pleasure - enjoy picture books telling a story 	<ul style="list-style-type: none"> - show signs of developing further an interest in reading - talk simply about the content of stories - enjoy posters, poems and short anthologies 	<ul style="list-style-type: none"> - begin to describe and predict in stories - encounter a wider range of written stories - listen and respond to stories, poems and material read aloud expressing opinions informed by what has been read
Skills	<ul style="list-style-type: none"> - recognise that print carries meaning in signs, labels, notices, books and other forms - encounter the printed or written word in many forms - learn to recognise their name on work, folders, etc - discover the European tradition of tales and rhymes - begin familiarisation with the written word 	<ul style="list-style-type: none"> - begin to recognise individual letters and words - learn the basic skills of reading through a systematic and progressive programme incorporating an initial sight vocabulary and developing phonic and blending skills - recognise familiar words and phrases in different contexts 	<ul style="list-style-type: none"> - demonstrate knowledge of the alphabet using word books and simple dictionaries - increasingly use picture and context clues efficiently - begin to use reference materials for information

READING

During the course of the year pupils should be able to:-

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Enjoyment	<ul style="list-style-type: none"> - listen attentively to friends' or teachers' narratives and recall significant details - read silently with sustained concentration - read aloud with increasing fluency and expression 	<ul style="list-style-type: none"> - improve their expression of preferences and discussion of outcomes - begin to demonstrate the ability to infer and deduce from previous reading experience 	<ul style="list-style-type: none"> - identify with characters and comment on behaviour and reasons - compare with other books read and own experiences - notice in poetry rhythm, verse, length and sound and explore possibilities - enjoy reading readily available non-fiction
Skills	<ul style="list-style-type: none"> - use letter awareness and sequence in wordbanks and personal dictionaries - question information sources using title, contents, page and fly leaf to summarise usefulness 	<ul style="list-style-type: none"> - use reading in group activities such as problem solving, decision making and science experiments - locate words in dictionary and thesaurus using second or third letters - begin scanning for specific information - read for different purposes - consolidate phonic skills and extend comprehension and skills 	<ul style="list-style-type: none"> - compare authors and their qualities evaluating them to be more independent and selective - undertake practical reading tasks using timetables, brochures, etc - look at different modes of organising information: eg timetables, directories - plan in advance the main aspects of the subject in which information is required - see the value of varying formats for gathering and representing information

READING

During the course of the year pupils should be able to:

STRANDS	AGE GROUP - NURSERY	1ST YEAR	2ND YEAR
Reflection on writers' ideas and craft	- talk in class, group, or individually, share texts	- Read and talk about texts matched to their interests and stages of development - begin to predict and sequence thoughts and ideas - use pictorial and context clues	- Read both fiction and non-fiction and include their own texts - Respond after discussion through drawings, diagrams or taping
Awareness of genre	- listen to and understand a variety of illustrated texts and become aware of differences	- notice markers in titles/chapter headings, in opening lines, in the look of the page, poetry format, dramatic text dialogue and differences in story and informational text	- begin to predict the nature of text from less visual markers - read the first phases and suggest fact, fiction; poetry or drama - recognise differences in likely content
Reading aloud	- have books read to them every day by teachers, adults and other pupils - enjoy being read to in a calm secure environment	- read a favourite poem or story to friends - read own or other's work - enjoy paired reading and develop the awareness of audience - tape record themselves and others reading	- share enjoyed text with individuals, group or class - discuss with teacher and pupils drawing attention to stress, pauses and emphases - read aloud with increasing fluency and expression
Knowledge about language	- discuss and understand aspects of activities from the strands above	- experience the terms author, title, chapter, index and contents	- experience terms; character and setting the scene; poem; dictionary and question mark

READING

During the course of the year pupils should be able to:

STRANDS	3RD YEAR	4TH YEAR	5TH YEAR
Reflection on writers' ideas and craft	<ul style="list-style-type: none"> - begin to describe and predict - read and produce book reviews 	<ul style="list-style-type: none"> - choose literature wisely (with guidance) 	<ul style="list-style-type: none"> - compare authors and their qualities, evaluating them to become more independent and selective readers
Awareness of genre	<ul style="list-style-type: none"> - read stories less supported by illustrations but which introduce character relationships through dialogue 	<ul style="list-style-type: none"> - recognise differences between narrative and description in poetry - recognise how character and relationships can be understood from early stages of dialogue 	<ul style="list-style-type: none"> - read non-fiction texts recognising how to adjust reading approaches to the different ways information is presented - begin to compare stories, poems and dramatic texts - compare and contrast story and video
Reading aloud	<ul style="list-style-type: none"> - effectively use textual clues - self-correct using meaning - assess reading performance by audience reaction 	<ul style="list-style-type: none"> - work at the skills of reading aloud - read with accuracy, understanding and independence 	<ul style="list-style-type: none"> - continue to develop skills of dramatic expression, reading for effect and performance - perform from script or memory for an increasingly large audience
Knowledge about language	<ul style="list-style-type: none"> - increase familiarity with types of texts and encounter fiction, non-fiction reference, plot and character 	<ul style="list-style-type: none"> - begin to use thesaurus, dialogue 	<ul style="list-style-type: none"> - use paragraph, headlines, speech and exclamation marks to appreciate the effects of punctuation on meaning - encounter fact and opinion, theme, character and relationships

Aims and Objectives - Writing

WRITING

During the course of the year pupils should be able to:-

STRANDS	NURSERY	YEAR 1	YEAR 2
Knowledge about writing	- begin to relate print to meaning; and understand that pictures contain information, but that the print is read - eg that the word on the package conveys what is inside it.	- to know, understand and use in an appropriate way the following terms: letter, word, capital, full-stop, sentence.	- to know the difference between story, report, poem, a list, reality and fantasy.
Writing Conventions (including handwriting and spelling) NB Writing and publishing through the use of word processing across all phases	- learning to establish the left to right, top to bottom, orientation of our writing system - learning names and sounds in order of the alphabet as teacher responds to individual interest in letters and letter formation.	- developing the conventional ways of forming letter shapes - learning the use of capital letters and full stops - developing word building skills including word beginnings, endings and sample letter patterns and clusters - to leave a space between words - end sentences with a full stop or question mark.	- begin to write cursively. - play with language ie word games involving word and spelling patterns - spelling patterns of consonant and vowel sounds - to spell frequently occurring words and those which exemplify regular spelling patterns - developing spelling strategies ie compiling own lists

WRITING

During the course of the year pupils should be able to:-

STRANDS	NURSERY	YEAR 1	YEAR 2
Structure and Syntax	- begin to structure their own language with the help of the teacher 'scribing' for the child.	- identify the need for capitals and full stops to establish meaning. - to link sentences with appropriate words already familiar to them in their talking.	- identify simple use of comma and question mark and paragraphing and how these are used to convey meaning.
Grammar	- hear about letter, word, capital, full stop, and sentence in the context of 'shared' reading.	- identify letter, word, capital, full stop and sentence in discussion of texts they have written themselves - be increasingly able to write complete sentences	- identify letter, word, capital, full stop and sentence in discussion of texts they have written themselves and published texts - be able to write complete sentences and be able to recognise that spoken language can be incomplete.
Different modes of writing	- use imaginative ideas, their own or from literature and record through drawing and/or teacher 'scribing'.	- use imaginative ideas, own or from literature and recording through drawing and use of word description and simple sentences.	- to write in response to a range of well-known stories, poems and plays or TV programmes - to extend an idea from fiction or imagination.

WRITING

During the course of the year pupils should be able to:-

STRANDS	NURSERY	YEAR 1	YEAR 2
Personal	<ul style="list-style-type: none"> - develop an interest in writing by recording in pictures or by teacher 'scribing' what they say about their experiences, - extend and deepen autobiographical accounts and experiences of feeling. 	<ul style="list-style-type: none"> - begin to write brief accounts of personal experience - extend simple accounts and record feelings and responses. 	<ul style="list-style-type: none"> - develop their ability to write realistic accounts eg of tasks they have done, and of personal experiences, autobiographical accounts and pieces of writing expressing feelings.
Functional	<ul style="list-style-type: none"> - through play activities record in own invented symbols: initially such things as shopping lists, telephone messages etc. 	<ul style="list-style-type: none"> - complete simple non-chronological writing for practical purposes including lists, captions, labels, invitations, greeting cards, instructions etc. 	<ul style="list-style-type: none"> - write using range of non-chronological prose for simple practical purposes including lists, captions, labels, invitations, greeting cards, instructions etc.
Elements of the Writing Process (which apply to different forms across the writing curriculum).	<ul style="list-style-type: none"> - discuss ideas (brainstorming). - plan and select material for a purpose: what is it about? who for? how best to present it? eg individual and class books, recipes etc. 	<ul style="list-style-type: none"> - discuss ideas (brainstorming). - begin to plan and select material for a purpose: what is it about? who for? how best to present it? eg individual and class books, recipes etc. - begin to compose at greater length than they can manage to write down themselves, (dictate to their teacher or into a tape-recorder; or by working with other children; or using a word processor) 	<ul style="list-style-type: none"> - discuss ideas (brainstorming). - plan and select material for purpose: what is it about? who for? how best to present it? eg individual and class books, recipes etc. - compose at greater length including: dictating to their teacher or into a tape-recorder; or working with other children; or compose using a word processor.

WRITING

During the course of the year pupils should be able to:-

STRANDS	YEAR 3	YEAR 4	YEAR 5
Structure and syntax	<ul style="list-style-type: none"> - understand the rules of meaning eg know that word order influences meaning - look for instances where ideas/words should be differently ordered or more fully expressed to convey their meaning. 	<ul style="list-style-type: none"> - look for instances in their writing where meaning is unclear because of insufficient punctuation or omitted words - use a sufficient variety of sentence structure (not only ...'andthen' etc) but other relationships between events, experiences and ideas (..... 'when ... because ... if' etc). 	<ul style="list-style-type: none"> - look for instances where: meaning would be improved by a richer or more precise choice of vocabulary or a different construction.
Grammar	<ul style="list-style-type: none"> - understand and relate grammatical terms such as sentence, verb, tense, noun and pronoun within the context of their own writing - increasingly recognise differences between spoken and written language. 	<ul style="list-style-type: none"> - become increasingly aware of incorrect/correct and inconsistent/consistent uses of grammar - compose sentences - write a subject and a verb and know that the two must agree - recognise nouns, adjectives, verbs and adverbs within a text. 	<ul style="list-style-type: none"> - recognise instances of incorrect/correct and inconsistent/consistent uses of grammar - that a sentence has a subject and a verb and that the two must agree - understand and display different registers in writing
Imaginative Writing	<ul style="list-style-type: none"> - write in response to a range of well-known stories, poems, plays and TV programmes. 	<ul style="list-style-type: none"> - begin to respond to the use of metaphor, simile, assonance, onomatopoeia, - use dialogue and description - language match for mood and purpose. 	<ul style="list-style-type: none"> - understand more fully the use of metaphor - use of dialogue and description in writing - match language to mood and purpose with greater precision.

WRITING

During the course of the year pupils should be able to:-

STRANDS	YEAR 3	YEAR 4	YEAR 5
Knowledge about writing	<ul style="list-style-type: none"> - understand some of the ways in which written language differs from spoken language, ie in the absence of context and non-verbal cues the meaning must be derived solely from the text. 	<ul style="list-style-type: none"> - appreciate more fully the difference between the spoken and written language, ie that written language requires a 'completeness' which is different to spoken language. 	<ul style="list-style-type: none"> - understand more about the diversity and roots of the language - recognise and give attention to different styles and register - able to write for a particular audience.
Writing conventions (including handwriting and spelling).	<ul style="list-style-type: none"> - recognise and use spelling patterns - use basic phonic structures - check spelling using dictionaries - use margins and headings appropriately - recognise and appreciate the formal and informal uses of language - be able to employ a fluent, legible style of handwriting. 	<ul style="list-style-type: none"> - recall and use of basic spelling rules and be able to tackle new words - self-correct, check writing of another child for mistakes - choose appropriate presentation to suit purpose and audience. - produce careful and imaginative layout and presentation - publish and display completed work both in and out of the classroom - write in a neat, fluent style in a cursive hand - use appropriate joins, paragraphs etc. 	<ul style="list-style-type: none"> - write consistently in a neat, fluent style in a cursive hand - use appropriate joins, paragraphs, headings etc - publish and display completed work both in and out of the classroom.

WRITING

During the course of the year pupils should be able to:-

STRANDS	YEAR 3	YEAR 4	YEAR 5
Personal Writing	- explore and react to experience and feeling through writing prose and poetry.	- undertake a range of chronological writing, including diaries, stories, letters, accounts of tasks and of personal experience, records of observations eg in a science or design activity.	- undertake a range of chronological writing at a more advanced level, including diaries, stories, letters, accounts of tasks and of personal experience, records of observations eg in a science or design activity.
Functional Writing	- produce a range of non-chronological writing which includes lists, captions, labels, invitations, greeting cards, notices; posters etc.	- produce writing which includes plans and diagrams, reports, descriptions eg of a person or place and notes for an activity, eg in history or geography.	- write with greater precision including plans and diagrams, descriptions eg of a person or place and notes for an activity, eg in science or designing and making.
Elements of the Writing Process	<ul style="list-style-type: none"> - write with attention to form and purpose - write individually and in groups, sharing the ideas, writing and discussing content. - produce finished pieces for wider audience eg stories, newspapers, magazines, books, games and guides for other children, draft and edit - begin to draft and edit and know the difference - draft using a computer 	<ul style="list-style-type: none"> - brainstorm to establish context and purpose - plan to select what is appropriate - draft to re-shape and expand ideas and add and amend material - develop habits of self criticism eg is this the best I can do? - engage in group discussion and teacher-pupil discussion on both content and surface features - draft and edit more effectively. 	<ul style="list-style-type: none"> - brainstorm to establish context and purpose; plan to select what is appropriate. -draft to re-shape and expand ideas and add and amend material - edit more effectively - produce copies of work composed and drafted on a computer - develop habits of constructive criticism in relation to own/others' work.

LIST OF APPENDICES TO ACCOMPANY ENGLISH (MOTHER TONGUE) SYLLABUS FOR NURSERY AND PRIMARY PHASES

GUIDANCE FOR TEACHERS

Appendix 1: Introduction

Rationale and aims of the syllabus

Organisation of teaching and learning

Appendix 2: Assessment and Recording of Pupils' Progress

- (i) - Assessment: aims and purpose**
- (ii) - Reading assessment**
- (iii) - Teacher assessment**
- (iv) - Marking**
- (v) - Effective record keeping**

Appendix 3: Ideas and suggestions for teaching:

- (i) - Speaking and Listening**
- (ii) - Reading**
- (iii) - Writing**

Appendix 4: Book and poetry lists (by stage)

Appendix 5: Resources for teaching

**THE EUROPEAN SCHOOLS
NURSERY AND PRIMARY
ENGLISH MOTHER TONGUE
SYLLABUS**

INTRODUCTION

The syllabus aims to provide a coherent programme for the teaching of English Mother Tongue in the nursery and primary classes and to establish clear lines of continuity with the secondary cycle in underlying philosophy and in learning objectives. The English speaking primary sections of the European Schools contributed comprehensive documentation to the working party who used these and the National Curriculum Orders of England and Wales, and Scotland to inform the writing of the syllabus.

The syllabus covers learning objectives for each year group in the four components of listening, speaking, reading and writing. The content of the syllabus has been laid out in matrices for ease of planning. It is clear, however, that there is considerable overlap between both year levels and the various aspects of language teaching so teachers are therefore urged to use the document as a whole. In addition guidance is included on teaching approaches assessment, recording and reporting of pupils' progress and resources for learning.

The environment in which British and Irish teachers work in the European Schools is complex and challenging. Although the core of the English-speaking section is made up of Irish and British children, the section is far from homogenous. It serves the children of an international community, for many of whom English is a second or even a third language. Many children start their schooling in mixed language or foreign language nursery classes and the first language of the home may not be English.

In cultural and social terms, the international nature of the English-speaking sections is an enriching asset to be recognised and exploited and in practical terms, it presents the teaching staff with one of the most challenging tasks in the European Schools.

This document forms the basis of the school language policy, which should be adopted by the whole staff from the nursery through primary and which addresses all four modes of language: speaking, listening, reading and writing. The policy takes into account:

- : the importance of literature and drama
- : the need to provide a wide variety of contexts in which English can be used purposefully and successfully in order to further children's understanding of language and their ability to use it.
- : the need to have a 'longitudinal' view ie from infancy to adulthood and to translate this into high expectations and practice that ensure clear lines of progression for all pupils, and that progress is assessed and recorded.
- : the special constraints on pupils (second language demands, time, resources, buildings) and the need to create a stable and secure setting as far as possible.
- : the closeness of children's language to their individuality and self esteem. That recognition must take into account as far as possible children's personal experiences, including their linguistic and cultural backgrounds.
- : the multi-lingual context of the European School with its unique opportunities for language development.
- : the need for the partnership between parents and school to extend to all aspects of the language curriculum especially speaking and listening.

By the end of the primary phase of schooling, pupils should have had a balanced experience of, and to be able to offer evidence of achievement in the four components of language.

The aims of the syllabus for listening, speaking, reading and writing are consistent with the aims of the secondary school English mother tongue document for years 1, 2 and 3 and are intended to ensure continuity and progression between the primary and secondary phases.

RATIONALE

While the linguistic background of pupils in the English speaking section is not homogenous, for the majority of pupils English mother tongue is both medium and instrument of the child's cognitive grasp upon his or her world, the world of others, and the world of imaginative and speculative thought.

For pupils whose linguistic background is varied, being taught in the English speaking section will establish the dominance of English as their language for learning. Therefore, since English is the learning process throughout the curriculum it follows that whenever anything is being taught or learned there is an opportunity for developing a child's language.

AIMS

1. To develop pupils' abilities to communicate precisely, distinctively, and freely in speech and writing.
2. To develop pupils' understanding of the rules and varieties of spoken or written language so that they become enthusiastic, reciprocal and knowledgeable speakers, listeners and readers.
3. To teach pupils how to understand that language enables them to understand and evaluate their world including the putative worlds of the imagination as realised in print or visual media.
4. To teach pupils that language is theirs with which to say what they think and feel but that this expression must be subject to commonly accessible criteria of truthfulness and consistency.
5. To provide pupils with a clear sense that linguistic competence is an essential attribute of social adequacy and that language is the instrument by which they affirm and other people judge, their social attributes and their personal identity.

The Organisation of Teaching and Learning

There is a need to ensure that:-:

- : the curriculum is organised so that language activities, in all modes, are spread throughout the year, and not fragmented.
- : within classes, the organisation permits whole class learning, group activities and paired or individual work , with appropriate support for children with specific learning difficulties. (Note the role of special needs teachers and of mixed ability/ability groupings and the different kinds of support and response that these offer).
- : there is balance and range within and across all language modes.
- : the type of framework adopted for learning reflects a balance ie subjects, resource areas, broad themes or topics, areas of learning.
- : children are spoken to not only by questioning but with attention to a balance which includes describing and commenting on what they are doing.

pupils are provided with good language models and appropriate specialist language for different subject areas eg maths and science.
- : adequate time is set aside for silent reading by all the children and for library periods.
- : assessment of performance is an integral part of the language policy and systematic records are kept.
- : progression and continuity are maintained through cross-phase meetings of teachers, planning and exchange of pupils' work, including the secondary departments to which the children transfer.
- : strategies are developed to overcome organisational problems such as constraints on time and physical space.
- : throughout the nursery/primary years a well-established partnership is fostered between home and the school.

Aims and Purpose

To establish how far pupils know, understand, and can use the knowledge, principles and skills of a subject.

To help pupils learn more effectively and to place achievement in context.

To provide feedback on the learning process and to indicate the next step. (Formative assessment).

To provide an accurate picture or summary of a pupil's achievement for third parties including parents, future teachers, receiving schools. (Summative assessment).

To indicate which pupils are in need of extra support or extension by identifying and assessing learning needs.

To provide evidence when making judgements about pupil achievement and progress.

To be realistic and manageable by providing good quality assessment without being dominated by quantity.

To help teachers to evaluate the success, strengths and weaknesses in their curriculum coverage and teaching styles.

To encourage pupil and parental involvement in understanding and sharing assessment objectives and setting future targets.

To fulfil European School requirements.

Assessment falls into two categories:

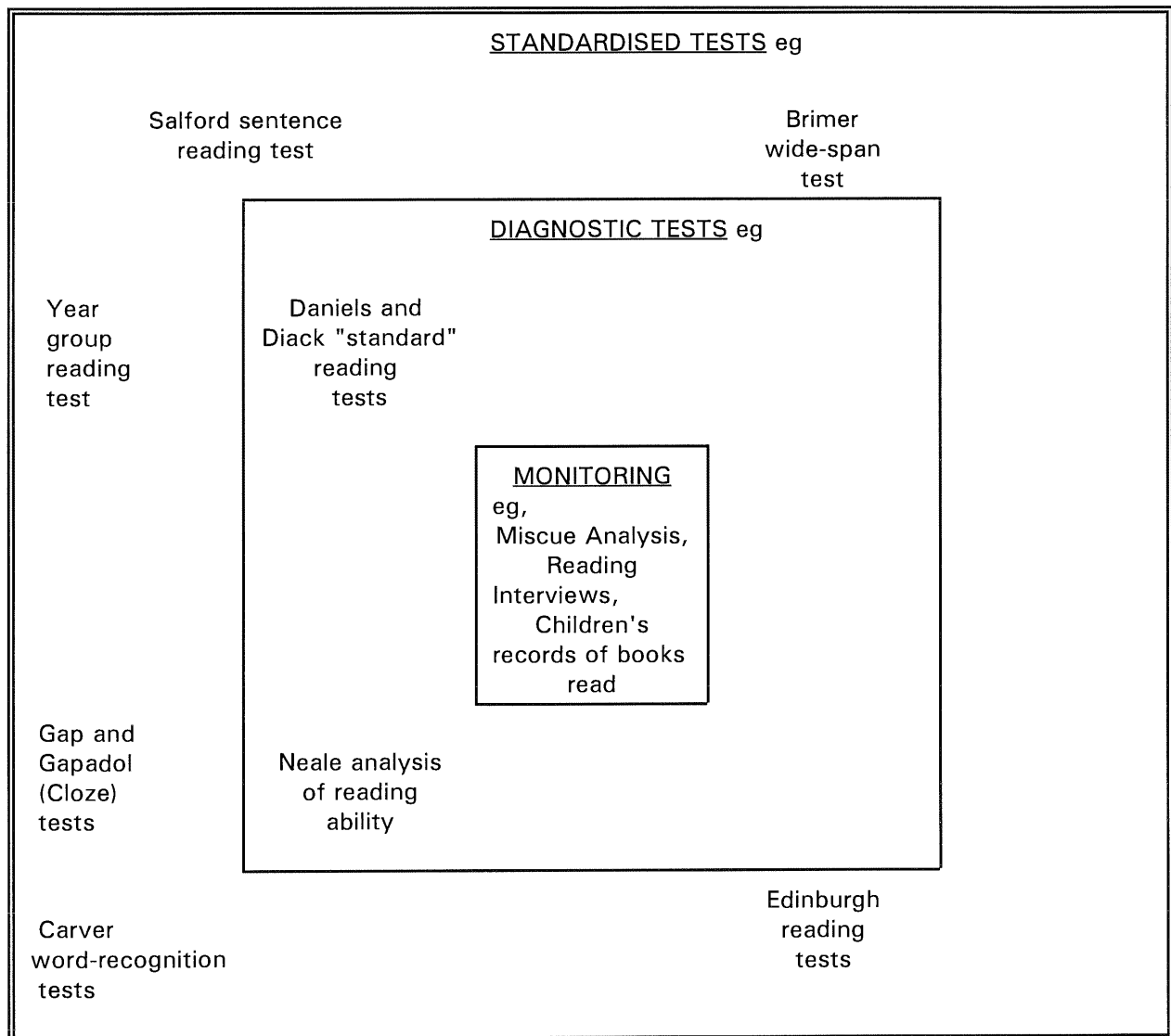
- a. Teacher assessment
- b. Standardised assessment or screening

It would be helpful in each school to keep an up-to-date list of any standardised tests in use in each year group, for example reading tests.

READING ASSESSMENT

APPENDIX 2 (ii)

The following diagram indicates the wide variety of ways of assessing reading. the central box is the most important - the monitoring of individual children's reading development and their own recording of books read.



Teacher Assessment

"Teacher assessment is part of everyday teaching and learning in the classroom. Teachers talk with children, plan and guide their work, ask and answer questions, observe, help, encourage and challenge. In addition they mark and review written and other kinds of work. Through these activities they are continually finding out about their pupils' capabilities and achievements. This knowledge then informs plans for future work. It is this continuous process that makes up teacher assessment. It should not be seen as a separate activity necessarily requiring the use of extra tasks or tests"

From "School Assessment Folder 1993 SEAC"

Teacher assessment is a continuous process as teachers find out what a pupil knows and can do. Teacher assessment is a professional judgement based on evidence: pupils recorded work or something seen or heard.

1. Observe and listen to children.
2. Mark work making comments, asking questions.
3. Talk to children and discuss their work.
4. Examine and review children's books, folders, etc.
5. Analyse pupils' reading, noting progress and difficulties.
6. Complete a "running reading record" for each child.
7. Give spelling checks and dictations.
8. Select work for portfolios.
9. Praise work using it as a teaching example for other children.
10. Select work for "showing" sessions.
11. Select work for display or class/section publication.
12. Set specific tasks to monitor progress in a specific area.
13. Observe children in the playground and working in groups to assess their social skills, relationships with peers and group

<p>HOW</p> <p>Comments, oral and written. They should be accurate constructive, helpful. They should give pupils precise guidance on how to improve their work.</p> <p>Use ticks and marking codes with discretion</p>	<p>WHAT</p> <p>Before task is set, both teacher and children should know the purpose and expectations. The individual points will be appropriate to that child.</p>	<p>WHEN</p> <p>While work is in progress; as soon as it is completed; as soon as possible with the child at a later time.</p> <p>Longer pieces of work - allow time for children to read and act upon comments.</p>
<p>MARKING</p>		
<p>WHY</p> <p>To value work To assess work (formative and summative) To encourage the child To teach/reinforce specific points for an individual child To diagnose needs and provide appropriate support. To provide precise guidance for the next stage of learning.</p>	<p>FOR WHOM</p> <p>Individual children</p> <p>Teacher information</p> <p>Other teachers</p> <p>Parents</p> <p>Other outside agencies</p> <ul style="list-style-type: none"> - Educational - Psychologist 	<p>BY WHOM</p> <p>Class Teacher</p> <p>Child</p> <p>Other teachers</p>

Effective Record-Keeping

Record-keeping helps to keep track of the progress of pupils and to plan the next steps in learning. It should also provide the information required for reporting to parents. Recording is an important assessment activity, **but only record what is going to be useful.**

Very detailed profiles of pupils' progress can take a lot of time and can interfere with teaching. If used in every area of the curriculum, they will impose an intolerable burden on teaching time.

What is the purpose of record keeping?

- a) to help assess the child's progress
- b) to plan appropriate work for the child
- c) to inform parents and sometimes to inform the child.

Record keeping should not be too detailed and always related to the above objectives.

Teachers keep a lot of information about their pupils in their heads, this is particularly true of primary teachers who see their pupils every day. This information is extremely valuable. They also develop a good knowledge about pupils' progress in activities, eg in handwriting, reading and number. Taking instant action on these evaluations reduces the amount of information which has to be recorded.

Much of the assessment information available does not need to be recorded separately. For example pupils' work provides a useful record of their learning. Their exercise books, workbooks and folios of work, with marks and comments, provide evidence of current attainment in many areas of the curriculum. Work presented on wall displays or in photographs or magazines is often the best current work of pupils. Pupils themselves can also be involved in record keeping, eg recording the books that they have read for pleasure or their progress on spelling cards. All of these can provide a good basis for day to day record keeping.

Practice becomes effective when:

- * Comments focus on pupils' attainments and significant progress in these rather than listing what they have done or the pages of books they have read,
- * comments are specific and forward looking,
- * notes and comments are acted on by the teacher, and
- * the time spent on written record reduced by
 - responding to pupils at the time support is required (ie the next step is taken immediately), and
 - involving pupils in the record keeping process.

One way of record keeping is to keep a folder of achievement and copies of reports for each child, with selected work showing their progress, to be passed on at the time of transfer between classes. This means that teachers need to moderate their marking policies and standards to ensure consistency throughout the Section.

Ideas and suggestions which may help teachers - Listening and Speaking

Speaking serves different purposes and children need to understand that this is so and to experiment with appropriateness of language for different purposes. Below are some questions which may help with both the planning and assessing of speaking in the classroom.

1. Can the child use language socially

- (i) with other children?
- (ii) with adults? eg - do they ask questions? Do they make contribution to group work? Can they stand up for themselves? Can they hold an argument in the face of reasoned opposition?

2. Can the child use language to direct others?

- (i) to direct and monitor own actions?
- (ii) to collaborate with others?

3. Can the child use language to respond?

- (i) with detail
- (ii) in sequence
- (iii) using comparisons
- (iv) finding central meaning
- (v) reflecting on meanings of experiences
- (vi) to speakers of foreign languages.

4. Do we give children opportunities to use language for reasoning?

- (i) Does the teacher's language extend the children's thinking?
- (ii) Do we ask children to recognise problems and try to solve them themselves - thinking through etc, or merely to guess what is in the teacher's mind?
- (iii) Do we use their experience to help pupils develop some moral sense - through debate about right or wrong.

5. Do we ask the children to anticipate and predict?

(i) What do you think will happen? or What if ...?

6. Do we give the children opportunities to project into the experiences, feelings and reactions of others?

(i) into situations never experienced?

7. Do children have opportunities to develop imaginary situations

(i) based on real life?

(ii) based on fantasy?

Evaluation -

The following are some questions which the older child and teacher could discuss in order that the teacher may assess the child's level of development in listening/speaking.

1. Do you enjoy listening to other people when they are reading aloud or speaking? eg in class, or on television. If not why not?
2. Which kind of speaking aloud do you enjoy most? Why?
3. If you have listened to a talk about something, do you think of questions you might like to ask?
4. Are you able to write down the main points from such a talk in your own words?
5. What do you enjoy listening to most of all? a) at home? b) at school?
6. Do you enjoy reading to younger children or telling them stories? How can you help them do you think?

Suggestions for starting points:

Nursery -

1. Quiz - 5 to 10 minutes - Group.

- a) 'Tell me a person whoeg flies a plane ...'
- b) 'Tell me a something you wear when eg go swimming.'
- c) 'Tell me something you do when eg you are hungry.'
- d) 'Tell me the name of eg a vegetable, fruit, etc.'

2 a) Identify and name - 5 minutes - individual.

Use pictures 'Show me the one you eat with. What is it called?' Then reverse.

b) 'Show me the fork. What do you use it for?'

3. Help tell a story, retell a story.

4. 'What would you say when ...? eg 'You meet a friend (come to school)'
'Someone has been unkind' 'You are hungry'.

5. Guide someone round the room (2 steps forward, one back, etc)

What do you hear?

1a) Identify tape-recorded noises - eg birds, country or town sounds, motor noises, kitchen noises.

b) Sound sequences: eg 'Look out' - squeal of brakes - crashing sound or sound of footsteps - creaking door - scream - 'What is happening?'

c) Imitating sounds. Fill in the gaps in stories with suitable noises.

d) People talking on tape: Whose voice? What is the person like? Is she/he happy, cross, sad etc? How and why did she/he say that?

e) Taped stories. Listen as individuals, group or class.

2. Blindfolded games

a) Whose voice is it?

b) What sounds can you hear?

c) Think of the best word to describe the sound.

d) Games like 'Simon says do this' showing physical action or 'O'Grady says. Oral instructions only.

3. Beat out the Rhythm on a drum

(i) Tap heavy beats in rhymes.

(ii) Make up jingles to give rhythms.

(iii) Choral chanting, class split into groups. One group repeats eg ROSE. One group repeats BLUEBELL, one group RHODODENDRON. Orchestrate (rhythm and syllabuses).

4. Reading stories to young children

- (i) Teacher looks at books with individuals, groups, class, talks about pictures, words, page indices, etc.
Teacher tells the story with or without visual aids.
Teacher reads story from book.
- (ii) Make an enlarged book from a printed text so that all children in class can see what is being read (or copy pages onto overhead transparencies).
Run finger along under words while reading. Make cardboard marker with sliding insert, so that words or phrases can be covered up until pupils have predicted what may come next.
- (iii) Children Telling Stories - children can produce story tapes, or live performances by
 - (a) interpreting a written story, eg a well known folk tale - making sound effects or
 - (b) their own individual or group stories.

5. Extended Listening (following instructions)

- (i) Example: Teacher or child can instruct, "Draw a red house". "Draw a red house with a white door." "Draw a red house with a white door and four windows" etc. Also tests memory span.
- (ii) Children work in pairs. First child describes a simple pattern to their partner who copies it on to paper. The completed pattern is then passed back to the first child for checking. Any mistakes are the responsibility of the first child!
- (iii) First child in a pair has a picture which they describe to partner. The partner has several similar pictures in front of them, only one of which is identical to the one being described. She/he identifies it from listening to the description.

6. Stress and Intonation

Varying the stress in sentences showing altered meaning. Read the first part of football scores: can you tell if it's going to Win, Draw or Lose? Vary intonation to alter meaning. ("I didn't steal my grandmother's false teeth yesterday"). Children repeat a sentence as above stressing varied syllabuses/words to change meaning or inference.

7. Fortunately/Unfortunately

Example: (Teacher/children - then two children or group)
FORTUNATELY the plane has a good engine
UNFORTUNATELY it didn't work
FORTUNATELY they had a parachute

UNFORTUNATELY it didn't open
FORTUNATELY there was a haystack under them
UNFORTUNATELY there was a pitchfork in the haystack
FORTUNATELY they missed the pitchfork
UNFORTUNATELY they missed the haystack - etc, etc.

8. Telephoning

In pairs, as selves, as other people. Give "crisis" topics. Teacher/child gives half of the conversation; rest guess "Who am I talking to?" (Try to use an actual handset)

9. Planning Written Work

- (i) Children keep writers' notebooks observing and recording anything of interest to them that they see, heard conversations, things that have happened to them, words they meet, etc.
- (ii) Use the book for source material when writing stories, poems, articles.
- (iii) Write the piece of work in the final form. (The notebook is PRIVATE unless the child wants to share it).

10. Enjoying the Sounds of Words

- (i) Alliterative Children think of words beginning with the same letter. Write and say. Does repeated sound lend itself to any particular mood? eerie? bouncy? jerky? smooth? Make a poem with alliteration predominant.
- (ii) Onomatopoeic. Children think of words which echo sense, eg buzz, rattle, shut.
- (iii) Children think of 'funny' words and explain why they think them funny, or soothing, or beautiful, etc.
- (iv) Make up a code to speak with a friend.
- (v) Make up a poem of created words (Like Jabberwocky).

11. Studying TV Commercials

- (i) Tape record or speak a commercial. Which words make you want to buy it? Which words mention taste, smell, sight, touch or sound?
- (ii) Categorise words used - eg SIZE words - 'What's the difference between Jumbo, Large, Giant, Family or Economy size?' (Similarly for power, speed, flavour, etc).
- (iii) Choose five commercials and list the descriptive words (adjectives, adverbs). Are they good? Fair? Exaggerated?

- (iv) Watch for a commercial where the salesperson is trying to sell something. Make up the actual conversation which could really happen.
- (v) Collect commercials where words are printed on the screen. When do they come? Can you spell them?
- (vi) Can you make up some words for products like 'schweppervescence'?
- (vii) If you have bought an advertised product, were you pleased with it? Did it live up to the advert?
- (viii) Write your own commercial for a book you like, a club you belong to, or an invention you have made.

12. Discussion - Debating

- (i) Discussion - Initially teacher instigated discussion of topics which come from the class talk - leading to more control being taken by the children with guidance from the teacher.
- (ii) Debate - discussion experience should enable progression to class debates. Initially the teacher must explain the conventions and expect that younger children's enthusiasm will be greater than their powers of reasoning. Time to prepare must be given, first of all it is the sorting out of ideas that is important and logical progression and argument develop from there.

Language and music

1. Listen to the music - in parts.
2. Give general outline of story including necessary vocabulary.
3. Children furnish details - work in groups.
4. Children write their version.
5. Children read their stories to each other.
6. Discussion.

Language and Environmental studies

1. Children do science experiments in group.
2. One child reports back to the class, at which point the teacher can introduce new vocabulary (specific to science).
3. Other children pose questions.
4. Children record results.

Language and Reading

Children take part in paired reading with younger children or peers.

IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS - READING

When most useful
(Ages: Nursery -
1, 2, 3, 4, 5)

N / 1 / 2

1. Reading stories to young children

Make an enlarged book from a printed text so that all children in class can see what is being read (or copy pages onto overhead transparencies). Run finger along under words while reading. Make cardboard mask with sliding insert so that words or phrases can be covered up until pupils have predicted what may come next.

N / 1 / 2

2. Learning to read words which are of personal interest

- a. Words from projects, topics, themes, collected for wall strips.
- b. Learning from flash cards, child suggests words he wants and wins cards if he reads it correctly.
- c. Learning to read classroom notices: eg, who looks after class pet.
- d. Classroom displays, eg colours, texture tables (labelled).
- e. Looking out for notices, etc on visits (translate if necessary).
- f. Learning to read the names of teachers, visitors, etc.
- g. Recognising early maths language: eg, "is bigger than, more than, less than."
- h. Reading and following instructions: eg, "Please, close the door."
- i. Child extracts and copies words and sentences that he can recognise and read from early books.
- j. Child finds the words he doesn't know presented in a list of known words.

1 / 2

3. Basic sight vocabulary

- a. Incorporate children's speech patterns into early reading material.
- b. Encourage children to express ideas orally. Build up phrases and sentences with teacher.
- c. Copy sentence from sentence maker. Read and re-read.
- d. Extend simple sentences orally. Then onto sentence maker.

IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS

- e. Build a basic initial vocabulary for each child from his own "potent" words and those he uses frequently.
- f. Link written words back into speech.
- g. Use, write and read words concerned with home, school, pets, toys, friends, etc.
- h. Play games involving words from early reading scheme.

M / 1

4. Distinguishing significant features in letter shapes.

- a. Sorting letters according to shape.
- b. Matching shapes games.
- c. Discriminating between letters of similar shapes: eg 'a' 'c' 'o' 'e' 's', 'p' 'b' 'd'.
- d. Tactile experience with raised letters (felt, fur, pasta, sandpaper).
- e. Making letters in sand, with paint.
- f. Making letters with printing outfits: eg rubber stamps, potato cuts.

1 / 2

5. Similarities and differences in word configuration

Note patterns within the word (double letter, length, initial and final letters). Can you find words similar to these? How are they different?

1 / 2 / 3

6. Phonic based activities for sound/symbol awareness

- | | |
|----------------------------------|---------------------|
| a. Visual recognition of letters | g. Diphthongs |
| b. Initial and final consonants | h. Final 'c' |
| c. Rhyming words | i. Soft 'g' and 'c' |
| d. Long and short vowels | j. Word endings |
| e. Consonant blends | k. Syllables |
| f. Vowel digraphs | l. Word roots |

1 / 2 / 3 / 4

7. Listening to children read

- a. Listen to children read positively, making certain that the child is trying to use all cueing systems (graphic, syntactic, semantic).
- b. Read with a child, taking turns.
- c. Record a child reading on tape to analyse miscues later.
- d. Let the child hear his own recording; can he detect miscues?
- e. Ask for recall on what has just been read; notice sequencing and ability of child to 'translate' book language into his own.

IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS

2 / 3

8. Listen and read

- a. Tape record a story from available book.
- b. Child listens (earphones?) while following in book.
- c. When ready he records himself reading story.
- d. Listens to both versions.

1 / 2 / 3

9. Helping children who read aloud

A mixture of the following should be employed. Emphasis varies according to individual need.

- a. Supply word.
- b. Ask for word to be sound out.
- c. Ask what first letter/phoneme 'says'.
- d. Ask what first syllable 'says'.
- e. Cover up part of the word and encourage 'syllabification'.
- f. Ask child to guess from surrounding context.
- g. Compare with an already familiar word.
- h. Use picture clue.
- i. Discuss possibilities and alternatives.

1 / 2 / 3 / 4

10. Reading interviews

Discuss with child content, prediction, interest. Talk about processes.

- a. What do you do when you come to a difficult word?
- b. Do you always read every word?
- c. Do you guess some words (how)?
- d. Do you ever miss out paragraphs, chapters?
- e. Do you look ahead if you don't know a word?
- f. What makes a word difficult?
- g. If you don't know all the words, does it spoil the story for you?
- h. Do you think you are a good reader? Why?
- i. Why do you think you need to learn to read.
- j. What do grown ups read for?

3 / 4 / 5

11. Stress and Intonation

- a. Vary the stress in sentences, showing altered meaning. Read first part of football scores; can you tell if it is going to be win, lose or draw?

IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS

- b. Vary intonation to alter meaning. [I didn't steal my grandmother's false teeth yesterday.] Discuss the way people speak on tape/in real life.

1 / 2 / 3 / 4 / 5

12. Assessing Readability

- a. Ten Finger Test. Child chooses book, reads one page. For every unknown word he counts one finger. If all fingers are used up the book is not suitable for him (narrative only).
- b. Cloze Procedure. Delete every seventh word. If child can supply 60% correctly, the book is suitable.

3 / 4 / 5

13. Group Reading

- a. Group reads story or poetry extracts of their own choice to each other. (Could be from their own anthologies).
- b. Read out instructions for making a model, a recipe, etc so that partner carries out activity.
- c. Group compiles tape-recording of excerpts illustrating a theme: eg naughty children, thunderstorms, getting lost.
- d. Children read aloud to others in group from favourite books brought from home.
- e. Group chooses one exciting, dramatic, sad passage from book. Put on tape, taking parts, making sound effects.
- f. Find a paragraph in a story, group experiments to find as many different ways they can think of to read it aloud.
- g. Group prepares a story to read to younger children.
- h. Group makes up a play from a story.

4 / 5

14. Skimming and Scanning

- a. Set purposes for reading a story or information passage in advance. Child or group skim quickly to find appropriate answers.
- b. Different groups work on same passage, different purposes. Each group summarises findings in writing. Compare.
- c. Reads to find given key words - colour, number, size, etc or phrases directly related to given purpose.
- d. Scans recipe for required ingredients, utensils, times and temperatures of cooking, etc before baking.
- e. Reads a simple experiment or directions before task.

IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS

- | | |
|-------------------|--|
| 1 / 2 / 3 / 4 / 5 | 15. USSR (Uninterrupted Sustained Silent Reading) |
| | The whole class, including the teacher, spend part of the day, reading individually for pleasure from self chosen books. Absolute concentration essential; time gradually stepped up to a maximum of 30 mins. Important that teacher should read an enjoyable book and does not help or instruct as is a model. Non readers can look at picture books. No books to be changed. |
| 3 / 4 / 5 | 16. Group Prediction |
| | Divide a story into four or five parts. Groups are given part one. They all read their own copy silently then discuss what might happen next, using text to support hypothesis. Go on till end of story. |
| 1 / 2 / 3 / 4 / 5 | 17. Word Search |
| | <ul style="list-style-type: none">a. Learn alphabetical order (quick response) using guide words at top of pages in dictionaries, atlases, yellow pages, telephone directories. Make the search into a competition.b. Extend from first to second, third letters, etc.c. Find given information from alphabetical lists: eg find class number; and/or address from register.d. Learn how to use a card index system.e. Word meanings, synonyms. Pronunciation. Etymology.f. Checking spellings. |
| 2 / 3 / 4 / 5 | 18. Using a Dictionary |
| | <ul style="list-style-type: none">a. Find words using first/first two/first three, etc letters and using prefixes and suffixes.b. Use guide words at top of pages.c. Open quickly as near the correct page/place as possible.d. Remember letters around the one required.e. Put cards alphabetically into card index.f. Word meanings/synonyms, Pronunciation. Etymology.g. Checking spellings. |
| 4 / 5 | 19. Setting reading purposes in advance |
| | <ul style="list-style-type: none">a. Teacher sets specific goals/questions before reading begins, to show how it is often more useful to know what you want to find out from reading <u>in advance</u>. |

IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS

- b. Teacher plans an individual reading programme with a child (spanning a week or longer). Devise a self-checking and recording device.
- c. Plan projects carefully with the class, familiarizing them with all reference material.

4 / 5

20. Looking carefully at reading

- a. Individuals or groups take weekly turns to choose 4-6 books for display, introducing them orally to class, who ask questions about them. Design a cover for a book you have read. Display.
- b. Choose a class theme. Give a week to enable class to find anything relevant in books (story or factual). Make a programme of readings, or put on tape. Discuss different modes of writing.
- c. Child or group reading individually, read aloud to audience, using suitable vocal techniques: eg instructions, prayers, poems, jokes. Try to choose texts rich in mood: eg JABBER-WOCKY, NIGHT MAIL, GROWL TIGHER'S LAST STAND.

2 / 3 / 4 / 5

21. Cloze Procedure

- a. Oral or written. May be regular deletions (7th, 8th, 9th word), increasing with fluency as child develops. Deletions may be irregular - chosen for a specific purpose: eg adjectives, adverbs, relations/words.
- b. Emphasis should be on discussion and acceptance of many possible alternatives. Encouragement to use preceding and succeeding context. Best done in groups.

3 / 4 / 5

22. Scrambled Texts - Sequencing

- a. Children are given a 'story jigsaw' where sentences or paragraphs need to be reorganised.
- b. Children are given the parts of a story to put together. One or two bits do not fit and must be omitted from the final synthesis.
- c. Children are given a set of jumbled sentences which belong to two different stories or articles. Sort them out.

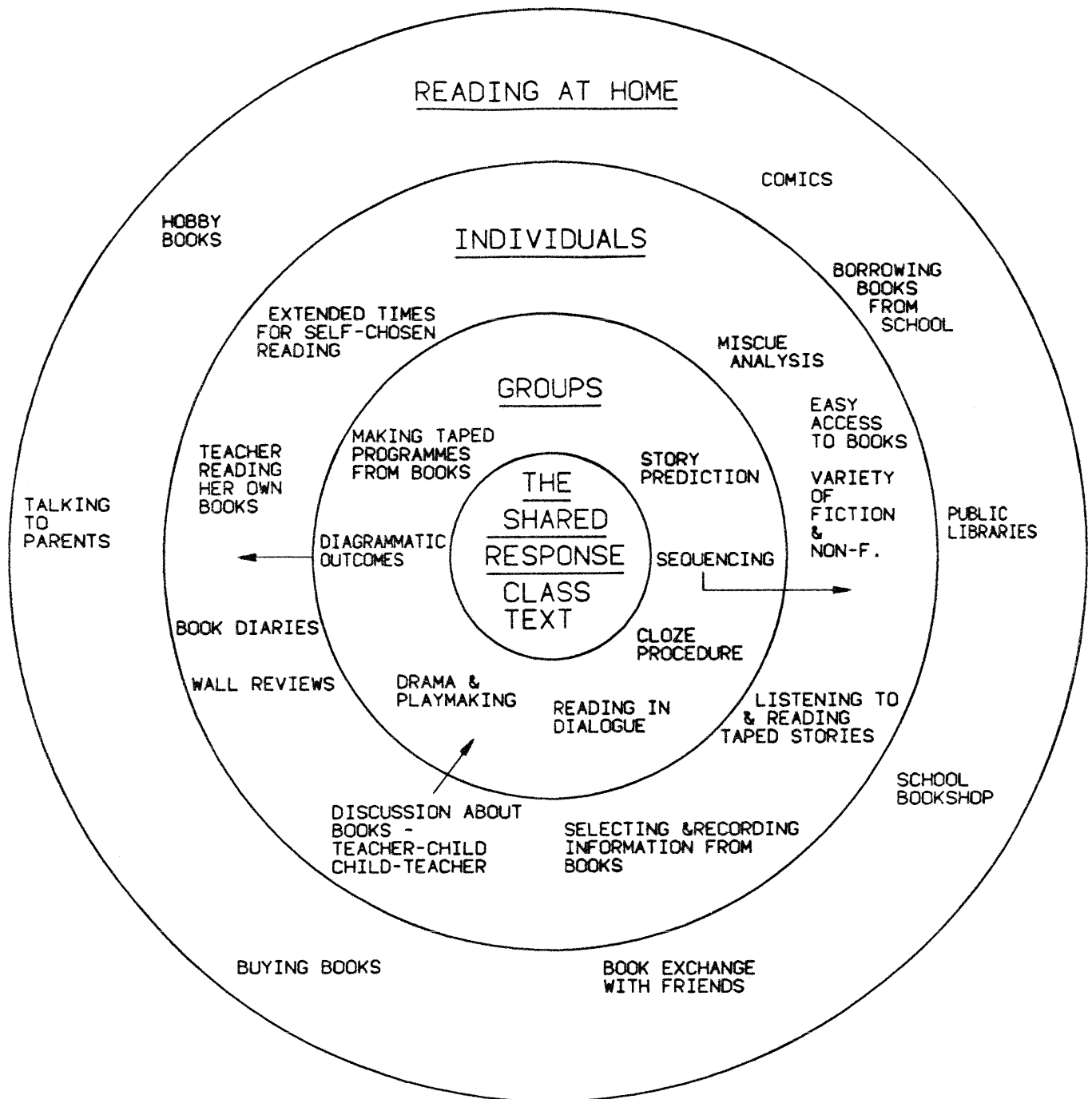
IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS

4 / 5

23. Response to books

- a. Discuss relationships between characters in stories. Settings, how they affect plot. Plot development.
- b. What does the author reveal of his own character.
- c. Who would you have like to have been in the story? Why?
- d. Make up sequels, put in extra incidents, briefly mentioned.
- e. What is the difference between a true account (biography) and a fictional account?
- f. Make a book catalogue of your own reading. Quote author, editor, publisher, illustrator, date of publication, dates of reading. Make up 'blurbs' for book cover.

A WHIRLPOOL OF READING ACTIVITIES



IDEAS AND SUGGESTIONS WHICH MAY HELP TEACHERS - WRITING

Children need to consider the content, the audience, purpose and appropriateness of style when writing. To find out what they know and to stimulate awareness, ask children what they think about writing. Ask them the following questions.

Literacy: What are Children's Views?

1. Why do you think you write so much in school?
2. Who do you write for?
3. Do you write in different ways for different people?
4. Do you like writing? Why do you like writing?
5. What do you think makes a good piece of writing.

Children may think that writing is good if:

- : It is long
- : It is correctly punctuated with capital letters and full stops.
- : There are no spelling errors.
- : It looks very neat and well presented.

Use this information to increase understanding and the ability to talk about the content of a piece of writing in terms of: was it interesting, exciting, fluent, easy to read etc. That writing is not only for the teacher who would presumably mark or judge the piece of writing: that the writing process has various parts such as listening, discussing, selection of ideas and overseeing content, organisation and form.

Different writing strategies - the following approach to drafting and re-drafting might be used:

- : presenting ideas
- : discussing them with teacher and/or peers
- : selecting what is appropriate
- : developing them in expanded text (writing, drawing, storyboarding, word processing or simple flowcharts as appropriate)

- : discussing this with teacher and or peers
- : producing a re-draft (which may be the final copy)

IT DOESN'T HAVE TO BE A STORY

Advertisements
 Alphabet Books
 Autobiographies (the Real Me)
 Ballads
 Book Reviews (on a postcard)
 Captions for Displays
 Codes
 Comic Strips
 Dopey Definitions (a chronophobe is ...)
 Family Histories
 Family Stories
 Favourite Relatives
 Get Out of That (you are locked in a department store/refrigerator etc)
 He Said. She Said (muttered, whispered, groaned, sighed, bawled, etc)
 Imitations (favourite book or TV character)
 Joke Books
 Lies (I was late for school today because etc)
 Looking After Pets
 Lyrics (write your own, or re-write the lyric of a popular song)
 Notes on First Aid (or any other bits of useful/interesting knowledge)
 Nonsense verse
 Over and Out (or any other preposition: stopover, overflow, turnover etc)
 Playground Rhymes
 Poems
 Posters
 Puzzle books
 Questionnaires
 Recipes
 Record Reviews
 Rhythm Is Our Business (constitution, institution, deferential, etc)
 Riddles
 Rules
 Secret Writing
 The Things That Really Make Me Mad
 Tongue Twisters
 True Sayings (or boring sayings)
 Umpteen Ways to Stretch a Sentence (elaborate a simple sentence)
 Word Stems (graph: telegraph, graphite, graphic etc)
 Word Trees (all the words associated with,, etc)
 Your Own Alphabet
(from Forsyth, 1984, One Hundred Things to Write About)

Writing Context (taken from the COPE document produced by the Scottish Committee on Language Arts)

Mr Togs the Tailor

- Begin with the notion of a shop (could be anything virtually).
- Eg the class decides it is a tailor's shop owned by Mr Togs.
- Set up a shop scene with a dummy Mr Togs.
- The family, life and activities of Mr Togs become the basis for class writing over a period of time, for example,
 - Mr Togs on holiday
 - Mr Tog's shop is burgled
 - Mr Togs is ill
 - Mr Togs with customers
- The different circumstances provide for different kind of writing:
 - narrative
 - form filling
 - hospital bulletins
 - script for a play

The Nursery and Early Literacy Development

- : If paint and other media are provided for children's development, why not introduce writing implements as well? Items such as note pads, loose paper, appointment books, telephone message blocks and a wide range of pens and pencils.
- : The introduction of a post office project or class shop can lead to finding out about the purpose and possibilities of letter writing and shopping lists.
 - Set up a designated writing corner which contains children's own books.
 - Collect writing samples (children's and others) and display them.
 - Record writing achievements - Use photo-montage as used for shared book construction about outings or events in the daily life of the class for writing as well.

Parental involvement - Talk to parents about early literacy development, eg that at the nursery stage writing activity is generally a mixture of letter shapes and/or numbers. Provide them with the following tips for writing at home:

1. DON'T FORCE IT. CAPTURE THE MOMENT OF INTEREST - eg magnetic letters, computer screen.
2. ENJOYMENT AND EXPERIMENTATION ARE PART OF GIVING THEM CONFIDENCE.
3. GIVE CHILDREN OPPORTUNITIES FOR CHILDREN TO WRITE WHEN THEY ARE PLAYING - eg playing shop.
4. LET CHILDREN SEE US WRITING.
5. LET THEM WRITE LETTERS (eg to Grandma) and POST THEM.
6. TALK ABOUT LETTERS THAT THEY SEE AROUND THEM - in shops, on signs, on television, on sweets.
7. DISPLAY THEIR WRITING ON THE WALL AT HOME.
8. GIVE THEM LOTS OF PENCILS, PENS AND CRAYONS.
9. READ LETTERS THAT ARRIVE AT HOME AND TALK ABOUT WHERE THEY COME FROM, WHO WROTE THEM, WHAT THE REPLY MIGHT BE.
10. GIVE THEM A SCRAP BOOK TO KEEP THEIR BITS OF WRITING AND DRAWING IN.
11. VALUE THEIR LETTERS.
12. BE A REAL READER AND AUDIENCE FOR THEIR WRITING.

Beginnings of Writing

To encourage sequencing in the early stages of spoken and written language.

Use a long strip of paper eg 70cm x 20cm folded in 4 then,

- A. Child or teacher tells a known story. Four pictures are drawn in sequence, illustrating the story. Child re-tells the story from pictures.
- B. Child illustrates his or her own story.
- C. Finally the child writes his or her own story using the pictures as a guide.

Valuing the Writing Done at Home

- : Devise a questionnaire to form the basis of an 'about me' book for every child.
- : The class takes home a short list of simple questions to do with date and place of birth, friends, interests, likes and dislikes.
- : Compile the 'books' at school with help from teacher scribes.

Books Without Writing

- : Where's the wolf/John/Sue etc? Illustrate the answer: He's behind the door/in the garden/on top of the roof etc.
- : Use a common story eg '3 little pigs'.
- : Have six or seven headings relating to integral parts of the story.
- : Produce a picture for each.
- : Discuss, compose events, tell, picture talk.

Teacher Produces Text (one line/short sentence) eg Cinderella.

Children then produce pictures - to promote reading children work in pairs - discuss text and produce the illustration. Use a reader.

Imaginative Writing What if? Problems starters for thinking, talking and writing.

- What if
- plants started to talk?
 - you were turned into a frog?
 - people discovered the secret of eternal life?
 - the oceans all dried up?
 - no one needed to go to sleep?
 - you were really given three wishes?
 - there was another Ice Age?
 - you were allowed to run the school?
 - the world runs out of oil and petrol?
 - you won the Lottery?
 - you were given control over TV programmes?
 - you discover your best friend is a thief?

Working in pairs make up a story solution to share with others. You must say what might happen in your 'what if' story solution.

Using 'Would you rather?' by John Burningham as model, represent your story solution in pictures, cartoons and/or written form to go into a 'what if?' group story book.

Writing in the context of Design and Technology

DESIGN/TECHNOLOGY PROBLEM: THE BRIDGE

- Aims:
- To encourage children to work as a team.
 - To delegate duties within the team.
 - To be able to define a need - by discussion with other group members.
 - To be able to propose a situation within the confines of the restrictions.
 - To design a solution.
 - To make the solution.
 - To evaluate and maybe refine the solution to the original needs.
- Resources:
- One copy of a daily newspaper.
 - Glue.
 - Sellotape.
 - String.

THE PROBLEM

- : Imagine that Liverpool City Council have invited Civil Engineering companies (of international repute) to enter a competition for a contract to build a bridge across the River Mersey. The centre span must be capable of being moved to allow tall ships access to the upper reaches of the Mersey.
- : Design and construct a model of your company's solution to this problem using one copy of a daily newspaper, glue, sellotape and some string.
- : NOTE - your model must be at least 3 inches high and the moveable section at least 5 inches long. When completed the model must support the weight of the dinky toy which will be used to demonstrate the design to the City Fathers.
- : When the designs and the models are complete decide which one is most likely to be chosen by the council and why.

DESIGN AND MAKE USING LEGO OR JUNK MODELLING

Aims: To encourage children to work co-operatively.
To encourage the children to exchange verbal ideas.
Using the design

Resources: Design and Make cards
LEGO equipment.
Selection of cartons/boxes plus glue.
Batteries, bulbs, wires and crocodile clips - if electricity is to be used with the model.

: Choose a design and make card.
Discuss with a partner what requirements the model will need and what it will look like.
Do a rough draft drawing of what the finished model might look like - include any electrical connections.
Revise the rough draft with your partner to eliminate any unnecessary details and add any extra requirements.
Discuss with your partner which material will be most suitable to execute your design.
Make the design jointly, taking into consideration the differing points of view suggested by your partner.
Test the design - does it fulfill the needs of the original requirements. If not, make the necessary adjustments, try out and amend accordingly.

Useful Publications

Yrs I and II 'Essential for English', publisher - Scholastic, 1993.

Yrs III, IV and V 'Reasons for Writing', publisher - Ginn
'Does it Have to Rhyme?' by Sandy Brownjohn,
publisher - Hodder and Stoughton.
'The Ability to Name Cats' by S Brownjohn,
publisher - Hodder and Stoughton.

Handwriting and Spelling

Publications: 'Catch words' by C Cripps
'Blackwells Spelling Workshop'. Publisher Blackwells.

Display different styles and good models of handwriting around the class.

BOOK AND POETRY LISTS FOR EACH YEAR

(Some favourites for each year and how they might be used)

BOOK LISTS

TITLE	AUTHOR	REASON
NURSERY		
Are you my mother	P D Eastman	Separation anxiety, simple repetitive text
Each Peach Pear Plum	J A Ahlberg	'Lap' book, rhyming couplet
Go Dog Go	P D Eastman	Basic vocabulary, good 'beginner'
Little Bear	E H Minarik	Sendak illustrated, economical evocative
Meg and Mog	H Nicol	Piewkowski's illustrations, fun
The Most Amazing Hide & Seek Pop-up	R Crowther	Alphabet fun, funny, inventive
Rosie's Walk	Pat Hutchins	Hilarious jokes
Would You Rather	J Burningham	Good to talk through with adult
Anno's Journey	A Anno	Text without words
Cannonball Simp	J Burningham	Courage, survival, marvellous pictures
Cat on the Mat	B Wildsmith	Great colours, Cat on the Mat simple
Puss in Boots	J S Goodall	
Puss in Boots	T Ross	Picture Puffin
Puss in Boots	C Renault (Longman)	
Goldilocks & 3 Bears	J Marshall (Picture Lions)	
The 3 Bears and Goldilocks	J Langley (Picture Lions + tape)	
Goldilocks & 3 Bears	T Bradman (Methuen)	
Dad and Me Sleeping	J Ormerod	Toddler-father, natural
Peter's Chair	E J Keats	New baby sister story, comforting
Oi Get Off Our Train	J Burningham	Quirky, original, delightful
YEAR 1		
Arthur's Prize Reader	L Hoban	Depicts reading as essential
Come Away from the Water	J Burningham	No words but delightful pictures
Curious George	H A Rey	Simple prose, lively illustrations
Ellen's Lion	C Johnson	Quality of play
Five Minutes Peace	J Murphy	Appeals to parents and children
Harry the Dirty Dog	G Zion	Identity story
Moonlight	J Ormerod	Wordless, beautiful, remarkable story
Where the Wild Things Are	M Sendak	Words perfect, wonderful artwork
Amalia Bedelia	P Parish	Children love this comedy of errors
The Brave Little Toaster	T M Disch	Tongue in cheek, full of suspense
Burglar Bill	J A Ahlberg	Rosy good nature, comic detail
Clever Polly and Stupid Wolf	C Storr	Modern twists, great to read aloud
Flat Stanley	J Brown	Simple, funny, Ungerer drawings
The Jolly Postman	J A Ahlberg	Well known tales, fantastically revived

TITLE	AUTHOR	REASON
YEAR 2		
The Iron Man	Ted Hughes	Fantastic intensity and imagery; must read aloud
Little Tim	E Ardizzone	Humorous details, brave
Maurice's Room	Paula Fox	Wry, funny; self-contained boy
Ramona the Pest	B Cleary	Amusing, sympathetic view of child's feelings
The Rocking Horse Secret	R Godden	Exciting adventure for young horselovers
The Fool of the World	A Ransome	Classic Russian tale; lively rich illustrations
*The Tale of Peter Rabbit	B Potter	Classic, precise, read aloud
Tikki Tikki Tenbo	A Mosel	Tongue twister, classic
Arabel's Raven	J Aiken	Wildly funny, verbally inventive
The Bat Poet	R Jarrell	Sendak drawings; poetic, literate
The Castle of Yew	L Boston	Poetic fantasy, crisp language
Prince Cinders	B Cole	Role reversal, fun, non-sexist
Princess Smartypants	B Cole	Role reversal, fun, non-sexist

YEAR 3		
*Charlotte's Web	E B White	Classic, precise moving prose, luminous insights
Dawn	M Bang	Poetic, haunting
Fanny and the Monsters	P Lively	Artful, funny, sophisticated
Higglety Pigglety Pop	M Sendak	Eerie, humorous, haunting
*Little House in the Big Woods	L I Wilder	Lively, pioneering stories
Mrs Dunphy's Dog	C O'Neill	Generous, amusing, sheer pleasure
Outside	A Norton	Fantasy, Futuristic
The Piemakers	H Cresswell	Funny, exciting
*Pippi Longstocking	A Lundgren	Anarchic energy and imagination
The Shrinking of Treehorn	F P Heide	Witty satire on adults to children
*The Stig of the Dump	C King	Shared adventures with Stone Age boy
*The Worst Witch	J Murphy	Gentle humour
The Yellow Aeroplane	W Mayne	Perfect story for accomplished reader
Dinosaurs and all that Rubbish	M Foreman	Enticing pictures ecological fable
The Man Whose Mother Was a Pirate	M Mahey	Non-sexist
The Paper Bag Princess	R Munsch	Non-sexist
The Wild Washerwoman	Q Blake	Non-sexist

YEAR 4		
The Battle of Bubble and Squeak	P Pearce	Sympathetic, intuitive family life
Beowulf	K Crossley Holland	Electrifying, sinister drawings
The Bungleweed	H Cresswell	Well written, poetic, humorous fantasy
*The Borrowers	M Norton	Comic, wise, perceptive
Charlotte Sometimes	P Farmer	Subtle, provocative, finding identity

TITLE	AUTHOR	REASON
Cloud Horse	J Pinkwater	For horselovers
The Diddakoi	R Godden	Mesmerising, especially to girls
A Dog So Small	P Pearce	Dramatic, yearning for a pet
The Eighteenth Emergency	B Byars	Fear, hopelessness, relief from a bully
Emil and the Detectives	E Kastner	Swift action, believable characters
Five Children and It	E Nesbit	Fresh, inventive, satirical, well observed
Gaffer Sampson's Luck	J P Walsh	Evocative adventure for skilled reader
*Heidi	J Spyri	Sensual, alpine, captivating
The Indian in the Cupboard	L R Banks	Extraordinary, exciting, provoking
*The Lion and the Witch and the Wardrobe	C S Lewis	Popular, symbolic, exciting
Owls in the Family	F Mowat	Lovable, funny, boyhood
The Sheep Pig	Dick King Smith	Accomplished, animal story
The Boy with the Bronze Axe	K Fidler	Stone Age in Orkneys, wonderful story
The Way to Sattin Shore	P Pearce	Subtle, well written, family relationships
*The Wind in the Willows	K Grahame	Well written, rural celebrations

YEAR 5

*Anne of Green Gables	L M Montgomery	Unusual, unconventional heroine, lovely landscape
Black Hearts in Battersea	J Aiken	Joyful, nineteenth Century send up
Bows Against the Barons	G Trease	Norman idealism
The Dark is Rising	S Cooper	Gripping, complex fantasy, well written
*The Ghost of Thomas Kempe	P Lively	Funny, intelligent boy's perception of time
Gone Away Lake	E Enright	Lovely, sympathetic, believable exploration
Henry's Leg	A Pilling	Rich cast, winning story
The Hobbit	J R R Tolkien	Suspenseful, exciting treasure quest
Juniper Tree & Tales from Grimm	Segal & Jarrell	Sendak illustrations, eerie, powerful
Lisa and Lottie	E Kastner	Lively pace, sunny atmosphere
The Mouse and His Child	R Hoban	Difficult, but rewarding; perils & adventures
Ordinary Jack	H Cresswell	Slapstick comedy
The Peppermint Pig	H Bawden	Unconventional, witty
The Phantom Tollbooth	N Juster	Word play & abstractions, luminous imagery
*The Sage of Erik the Viking	T Jones	Inventive, Foreman illustrated Norse fantasy
The Sea Egg	L Boston	Poetic, beautiful
The Silver Sword	I Serrailier	World War II, trek to peace, fantastic
◆The Secret Garden	F H Burnett	Emotional power to enchant
The Treasure Seekers	E Nesbitt	Funny, charming, full of characters
*Tom's Midnight Garden	P Pearce	Finest time shift fantasy ever
Warrior Scarlet	R Sutcliffe	Powerful emotional evocation, Bronze Age
Dear Mr Henshaw	B Cleary	Letters to come to terms with family problems
*Island of the Blue Dolphins	S O'Dell	Girl's survival into womanhood
Kim	R Kipling	Difficult, but great, highly evocative language
*Treasure Island	R L Stevenson	Magnificent story with unforgettable characters
A Traveller in Time	A Uttley	Shimmering time shift, magic

TITLE	AUTHOR	REASON
The Sword in the Stone	T H White	Classic, deserved favourite
Gulliver's Travels	J Swift	Classic magic

* Good video available

◆ Film

POETRY LISTS

NURSERY

SOME NURSERY RHYMES

USED AS

Miss Polly Had a Dolly	Action Rhyme
Five Little Mice	Number Rhyme
Five Little Speckled Frogs	Number Rhyme
Wheels on the Bus	Action Rhyme
Six Fat Sausages	Number Rhyme
Humpty Dumpty	Action Rhyme
Duke of York	Action Rhyme
Farmer's in the Den	Action Rhyme
I'm a little Teapot	Action Rhyme
Incy Wincy Spider	Action Rhyme
London Bridge	Action Rhyme
Old McDonald	Action Rhyme
Oranges and Lemons	Action Rhyme
12345	Number Rhyme
Ring a Ring o' Roses	Action Rhyme
Five Little Ducks	Number Rhyme
Two Little Dickybirds	Number Rhyme
Little Nut Tree	Action Rhyme

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All the following poems can be found in

either *I Like This Poem*, ed Kaye Webb (Poetry selected by children for the International Year of the Child), Puffin Original, ISBN 0-14-031295-1

or the *Oxford Poetry Series*:

A First
A Second
A Third/Another Third
A Fourth/Another Fourth
A Fifth/Another Fifth

=====

TITLE

AUTHOR

REASON

YEAR 1

Witches' Spell	Wm Shakespeare	Halloween imagery
Ning Nang Nong	Spike Milligan	Tongue twisting, alliteration
Owl and the Pussycat	Edward Lear	Nonsense story, inspiration
Daddy Fell	Alfred Noyes	Chorus
Cats	Eleanor Farjeon	Simple but effective; can child do same?
Mice	Rose Fyleman	Simple - example for child
Upside Down	Aileen Fisher	Myself - things I can do
The Tickle Rhyme	Ian Serraillier	Funny, enjoyable; small creatures

TITLE	AUTHOR	REASON
Shoes On	Michael Rosen	Pair Work
Orders	John Cunliffe	Inspiration for own ideas
Baby Sardine	Spike Milligan	Fun, enjoyable, silly
The Caterpillar	Christina Rossetti	Nature, simple, fun to read
Longest Journey	Michael Rosen	Going to bed, childish fears
Please Mrs Butler	A Ahlberg	School fun; inspiration
Snowflakes	C Sansom	Winter
The Silver Fish	Shel Silverstein	Interesting
The End	A A Milne	Enjoyable; children write own
Don't Spray the Fly Dad	John Fitching	Fun, interesting; good for pair words

YEAR 3

Centipede Song	R Dahl	Disgusting food, children find their own
The Kitten	J Kirkup	Interesting
The Ghoul	J Prelutsky	Halloween, horror, use of voice
Chip the Glasses	J R R Tolkien	Rhymes, mischief, imitation
From a Railway Carriage	R L Stevenson	Rhythm, ideal for group or pair work
The Old Men	W B Yeats	Description, feelings
The A B C	Spike Milligan	Funny, zany, alphabet, clever
Winter Morning	Ogden Nash	Funny, atmosphere, inspiring

YEAR 4

Jabberwocky	L Carroll	Nonsense, imagination, vocabulary
The Vampire	J Prelutsky	Halloween, vocabulary, atmosphere
Cowboy Song	Charles Causley	Accent, atmosphere, story, hidden meanings
The Calendar	B E Todd	Time, atmosphere, rhyme
The Shark	Lord Alfred Douglas	Builds rhyming couplets, understated
Stopping by Words	R Frost	Winter atmosphere
The Snitterjipe	James Reeves	Nonsense, good rhymes
The Song of the Whale	Kit Wright	Feelings, sadness, environment
The Chant (Bulldozers)	Pat Hubbell	Environment, fun, choral speaking
The Listeners	W De La Mare	Atmosphere, scary, lovely to read out

YEAR 5 - TOP THIRTY

Macavity	T S Eliot	Cats, story, very descriptive
Cargoes	John Masefield	Vocabulary, mind pictures
The Charge of the Light Brigade	A Tennyson	Excitement, glory, feelings
Crying to Get Out	F Landesman	Feelings, the hidden you
The Game	Wes Magee	Remembering
Song of Hope	Cecil Rajendra	Prejudice
Tarantella	Hilaire Belloc	Lovely, descriptive
A Soft Day	W M Letts	Summer feelings
I Too	Langston Hughes	Prejudice
The Donkey	G K Chesterton	An animals point of view
Boy at the Window	Richard Wilbur	Very sad, feelings
If	Rudyard Kipling	A balanced view

TITLE	AUTHOR	REASON
To Autumn	John Keats	Lovely vocabulary, very descriptive
Anthem for Doomed Youth	W Owen	In war time
To a Butterfly	W Wordsworth	Summer, descriptive
Not Waving	Stevie Smith	Loneliness and despair
Granny	Spike Milligan	Zany
The Writer of This Poem	R McGough	Insight into processes
Haiku	J Kirkup	Inspirational
Ten Tall Oaktrees	R Edwards	Format easy to explore
Ars Mathematica	Judith Nicholls	Clever
The Trees	Philip Larkin	Spring Feelings
April Birthday	Ted Hughes	
Why do I Cry	John Kitching	
Uncle	Eric Finney	
On a Blue Day	David Harmer	
Autumn	A Rumble	
Poetry (or cricket)	Pamela Gillilan	
Glenis	A Ahlberg	
Happy Haiku	James Kirkup	

RESOURCES FOR ENGLISH MOTHER TONGUE TEACHING

The effective implementation of the curriculum depends on the resources available and the use which is made of them. Apart from subject-specific material, resources are common to all curricular areas and to all language sections.

Resources may be divided into two general categories:

- A. Human Resources
- B. Material Resources

Human resources include teachers, pupils, parents and others who provide a specific service. With the exception of parents all have clearly defined roles. Nevertheless it is evident that the parents play an important part in providing books and other materials for pupil. This parental contribution might be expanded into, for example, the preparation of software - audio tapes, video recording, camcording.

In a non-English speaking environment parents have a very important part to play in ensuring that their children are exposed to experiences which will reinforce and enrich their mother tongue. Furthermore, as a group, parents provide adult models of English language usage.

The material resources include all of the didactic material familiar to generations of teachers and essential to good classroom practice. They also include resources which have derived from the technological revolution, with which pupils are quite familiar - audio, video and computer hardware and software. While some teachers exploit the potential of these new resources others are more tentative in their approach to modern technology. Of course, care must be taken to ensure that a language programme is firmly based in fruitful language exchanges. Technology is no substitute for oral response.

A considerable amount of proprietary video material is available from the BBC, Channel 4 and other producers. Catalogues are readily available. The selection of suitable material is a demanding, but rewarding task. Its use must be carefully planned, its efficacy assessed and findings shared with other colleagues.

An exciting alternative to the use of proprietary material is that prepared by the teacher. This may be done with the assistance of colleagues and/or parents. Assisting the teacher would also be a valuable experience for pupils.

A. Human Resources

- (i) Teachers
- (ii) Parents
- (iii) Pupils
- (iv) Remedial Teacher
- (v) Special Needs Teacher
- (vi) Psychologist
- (vii) Speech Therapist
- (viii) Other Adults
- (ix) Local Community Services
- (x) Teachers' Centres
- (xi) Pen friends
- (xii) Other schools

b. Material Resources

- (i) Buildings
- (ii) Classrooms
- (iii) Ancillary Rooms eg library, video room, computer room, store rooms, etc.
- (iv) Didactic material
 - (a) material prepared by the teacher
 - (b) proprietary material
- (v) Books - Prose, Poetry, Drama.
 - (a) Reading schemes including extension readers and work books.
 - (b) Fiction
 - (c) Resource books - Encyclopaedia, Thesauri, Anthologies, Reference, Dictionaries, Professional Journals, Catalogues, National Curricula.

(vi) Standardised tests.

(vii) Audio Visual Materials

A. Hardware

- (i) Tape-recorder
- (ii) Camcorder
- (iii) Video recorder
- (iv) Radio
- (v) Television set
- (vi) Slide projector
- (vii) 35mm camera
- (viii) Screen
- (ix) Chalkboard
- (x) Overhead projector
- (xi) Copying machine.
- (xii) Computer
- (xiii) Printer
- (xiv) Modem
- (xv) Fax

B. Software

Software may be prepared by the teacher or be proprietary. Pupils and parents may also participate in the provision of software.

- | | | |
|-------|------------------------|-------------------------------------|
| (i) | Tapes | Audio |
| | | Video |
| (ii) | Slides - 35mm | |
| (iii) | Acetate transparencies | |
| (iv) | Computer programmes | |
| | - | Keyboard Skills |
| | - | Interactive |
| | - | Wordprocessing - desktop publishing |
| | - | Data bases |
| | - | School to school contact via modem. |

(II Points A)

A 3 - Programme d'Anglais L I

- Le Conseil supérieur approuve le programme d'anglais LI pour les cycles maternel et primaire. Ce document porte la référence 95-D-269