| Listening |
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| *Content/Input*  | ***Process*** | ***Product***  |
| * Choose materials that *build on familiar* content.
* Provide comprehensible, contextualised culturally relevant, age appropriate and *engaging examples.*
* Use *popular culture* including songs and age appropriate YouTube content.
* Break the listening material into manageable segments and ensure that there are many *repetitions* of key vocabulary and structures.
* Provide *images or video* which contextualise the listening text.
* Use audio which can be *slowed down or sped up* to build confidence.
* Use *match-to-sample* activities.
* Establish a *signal* for recognition of different features, e.g. a grammar point or vocabulary topic.
* Use a*uthentic* listening materials.
* Refer to learning outcomes and to the functional skills that are being used throughout the teaching sequence.
* Expose students to target language (vocabulary and structures cross-curricular contexts). CLIL
* Use gesture, facial expressions, mime and body language to support understanding of the target language when speaking to the class.
* Provide auditory discrimination activities.
* Engage in listening games to build receptive language.
* Provide audio support using QR codes on written and visual stimulus materials.
 | * Provide a transcript so that students can *track each word* (sound-symbol correlations between the words and audio pronunciations).
* Provide *skeleton outlines* and scripts for students who have trouble with auditory processing.
* Model how to *get the gist* by paying attention to: context, tone, sentence structure and surrounding words.
* Focus on *overall meaning* rather than individual vocabulary or grammar items by moving from the general to the particular.
* Ask students to *sketch what they understand* from the audio. Teaching strategies such as, Sketch to Stretch, Story maps etc.
* Use *Total Physical Response*
* Build in *multiple exposures* including pausing and replaying, e.g. Audacity.
* Elicit paraphrasing and summaries of the main ideas, e.g. *Dictagloss.*
* Divided audio: Play the audio in short segments of 30-40 seconds, with *comprehension activities* after each segment.
* Pause audio and ask students to predict the next word or phrase.
* Stations: Allow students work on tasks in stations. This allows for extra time, more repetitions of the audio, or *peer collaboration* for students who might need it.
* Highlight and record unfamiliar vocabulary and use *personal dictionaries.*
* Include mixed ability small group and pair listening activities.
* Incorporate many examples which draw on *words which are similar* in the target language and L1.
* Provide tasks which highlight auditory discrimination.
* Use context to infer the meaning of a word or phrase.
 | * Construct assessment tasks that students are able to engage with *at their own level.*
* Set a [*core listening task*](https://www.teachingenglish.org.uk/article/a-framework-planning-a-listening-skills-lesson) with the option of dealing with additional or inferential levels of meaning.
* Use *graphic organisers* after and during a listening task to target specific skills.
* Design tasks which develop and *apply functional skills.*
* Encourage students to *track* their own progress, set goals and make choices about how they can demonstrate their understanding.
* Incorporate *reflective tasks* and probing questions that require students to identify effective *learning strategies* and how they can transfer and apply these skills to other contexts in classroom and beyond.
* Require students to respond to listening tasks by filling in *missing words* or missing phrases on a script.
* Incorporate questions which call for a *full response.*
* For more capable students ask *higher order and inferential questions* ask why/why not?
* For less confident students use *multiple choice* and *true/false* activities.
* Use dictations to hone students ability to listen to the target language
1. Teacher presents the individual sounds or phonemes for students to transcribe.
2. Teacher dictates individual words for students to transcribe.
3. Teacher dictates a passage of connected text for students to transcribe.
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| Reading  |
| *Content/Input*  | ***Process*** | ***Product***  |
| * Set up learning centres providing a range of texts around the content, e.g. brochures, magazines, comic books, picture books.
* Provide a print rich environment with labels and captions and QR codes.
* Use online and authentic materials including audio-visual, interactive and digital texts.
* Expose learners to more challenging texts to develop strategies.
* Emphasise essential bits of information, words, and phrases with prompts and cues.
* Provide adequate orientation to new texts with respect to unfamiliar ideas, vocabulary and cultural content.
* Include authentic reading materials and provide a clear purpose for reading.
* Change the default language on mobile devices and navigate the web in the target language.
* Use text to speech technology and widgets such as Voki and other online tools.
* Provide models of fluent reading. While text is read aloud, readers track each word (sound-symbol correlations between the words and audio pronunciations).
* Provide more time and access to reading materials outside the classroom (flipped classroom model).
* Provide simple skeleton outlines for students who have trouble with reading processing.
 | * Explicitly teach reading strategies to be used before, during and after reading.
* Support students with predictable instructional routines and sequences including modelled, guided and independent practise of target structures and vocabulary.
* Use cognates to scaffold reading.
* Require students to read for information.
* Teach a range of strategies such as skimming and scanning of documents to in-depth reading of articles or blog posts and books.
* Explicitly incorporate visual literacy in lesson, e.g. purpose of subheadings, by examining glossaries, diagrams, graphs and flowcharts in teaching materials.
* Use online dictionaries such as [lingro](http://lingro.com/) to support comprehension.
* Use prompts to explicitly target reading and comprehension strategies, e.g. looks right, sounds right, makes sense.
* Increase fluency by using repeated readings where students read a passage aloud to increase the number of words read correctly.
* Ask students to deduce the meaning of two new words using the three ‘C’s - Cognates, Context and Compounds.
* Incorporate pre-reading activities to focus on critical ideas and target language of a text. Including; sequencing; prioritising; matching pictures to text; matching phrases to definitions; filling gaps in text; matching the beginnings and endings of sentences; the use of true/false statements; sorting to determine which information is not needed for a piece of work; grouping information.
* Teach student to identify the main ideas and the supporting details in a text.
* Discuss and identify the purpose, audience and features of texts.
 | * Provide choice of tasks to demonstrate learning including dictagloss, performance, Readers theatre and podcasting.
* After reading a selection, the students work independently or with a partner to create a representation of their own interpretation of the text. To follow-up, students write about or explain orally why they drew what they did.
* Share explicit success criteria and engage students in peer and self-assessment.
* Require students to summarise main ideas and supporting details using a graphic organiser for example a fishbone diagram.
* Make connections with texts using a Double Entry Journal.
* Reproduce text using matrix headings.
* Extend prior knowledge where students create their own questions to match the text.
* Ask students to use different colour coding for words they know and for new vocabulary. Students can then define the meaning of any new words.
* Make connections with texts using a Double Entry Journal.
* Ask students to use colour coding to highlight words in a text, e.g. adjectives, verbs, familiar words, new words.
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| Writing |
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| *Content/Input*  | ***Process*** | ***Product***  |
| * Construct word walls where target vocabulary is displayed in the classroom.
* Use diagrams and charts to simplify material, highlight the important words and phrases, and examine the relationships between concepts.
* Label diagrams or pictures.
* Use multimodal texts, advertisements, jingles and song lyrics as models.
* Provide a number of completed and incomplete models to students as scaffolding for a writing task.
 | * Encourage students to be innovative with a basic text to create a new or richer text.
* Use response cards to promote student participation and achievement. They can be printed cards provided by the teacher, such as red/green cards, picture cards or word cards. Students can also use a small dry erase board for written responses. The teacher asks a question and students use the card or dry erase board to answer.
* Allow students to choose their preferred writing tools for presentations, e.g. Prezi or PowerPoint.
* Use Round robin writing where each student responds to a writing prompt by writing a sentence. After one minute, students exchange their work. Students must edit and add to the piece of writing that is in front of them. Repeat the process for several rounds.
* Allow students to use collaborative writing to work on a writing task with a partner or small group.
* Respond to the content and the meaning of student writing and do not correct all errors.
* Give students a flow chart to brainstorm ideas before writing on a topic or use an online tool, e.g. Gliffy
* Use real and virtual word walls to support vocabulary such as Wallwisher, linoit, Popplet or Mindomo.
* Use digital story telling tools such as Storybird.
* Encourage students to create word clouds using a tool such as Tagul, Wordle, WordSift or Tagxedo.
 | * Create a readers theatre script or dialogue based on a scenario or video.
* Use writing frame to write for a particular purpose (instruct, inform, persuade or entertain).
* Students create hyperlinked word clouds such as Tagul.
* Allow students to choose their preferred writing tools for their presentation, e.g. Prezi or PowerPoint.
* Construct a mindmap on paper or using Popplet or similar tool.
* Perform or rewrite a text in a different genre, e.g description, dialogue, letter, diary entry.
* Post and comment on blogs on a given topic.
* Ask students to complete a cloze passage in response to a listening activity.
* Provide differentiated assignments related to learning tasks using Gardener’s Multiple Intelligences or Bloom’s Taxonomy to construct [Tic-Tac-Toe Boards.](http://www1.cbsd.org/sites/teachers/middle/csikora/DI%20Handouts/Choice%20Boards%20Packet.pdf)
* Use a RAFT framework by assigning students various roles to play, an audience to present to, and a format and topic.
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| Speaking |
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| *Content/Input*  | ***Process*** | ***Product***  |
| * Contextualise talk by drawing on integrated and engaging themes and big ideas of interest to students.
* Use CLIL to make classroom talk comprehensible by integrating language learning with content instruction cooking, art etc.
* Provide an authentic communicative purpose in everyday contexts.
* Back up oral discussion with key words written on the board. Provide constant, redundant auditory and visual exposure to make the connection between hearing the word and seeing it written.
* Minimise teacher talk and maximise student talk.
* Use humorous and engaging content models.
* Incorporate games and iPads and online interactive tools.
* Use iPads, mobile devices or online tools such as VoiceThread to record responses and dialogues.
* Scaffold students with sentence starters, scripted dialogues and prompts to assist them begin a speaking task.
* Provide vocabulary and key language structures as a model before embarking on activities.
 | * Include Think Pair Share activities.
* When asking questions, allow for ‘wait time’.
* Experiment with hands down questioning.
* Provide a calm, supportive and informal atmosphere.
* Provide small group, online and one-to-one practice time.
* Provide an accepting and safe environment for students to take risks, make mistakes and have fun.
* Allow students to role play or practise with a partner before performing the final task.
* Phrase questions with choices embedded in them.
* Use cues to help the students know when to speak.
* Allow students to practise, using choral or group speaking, before they have to speak independently.
* Provide formal support from a teaching assistant.
* Make groups or individuals responsible for vocabulary to be presented to the class with illustrations, charades, or definitions.
* Teach effective pausing, transition words and formulaic expressions to improve fluency.
* Ensure that all pupils have a role and an opportunity to contribute to feedback.
* Use drama to support pupils’ understanding and engagement.
 | * Allow students to choose from a range of assessment options that make use of their strengths.
* Provide group and individual tasks.
* Include impromptu and communicative tasks.
* Record a sample, e.g. an interview, a conversation or a practised dialogue using an iPad or similar.
* Record an actual conversation, Skype or similar.
* Create a narration for a series of images or a video clip.
* Spell out the linguistic demands of speaking tasks for example: verb tense, modality and communicative purpose. Ask a question, sustain a dialogue, express and justify an opinion, explain a process.
* Provide speaker checklists or rubrics for students to prepare for assessment tasks.
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| ***Learning Environment***  |
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| General | * Post language objectives for units of learning in the classroom and online, e.g. Flipped classroom.
* Build intercultural communication skills into classroom relationships and routines.
* Embed online communication and make use of online mentors and buddies.
* Allow for flexibility and make teaching programs responsive to student needs by building in flexibility.
* Arrange the classroom environment to facilitate and optimise your chosen instructional strategies.
* Define and establish behavioural expectations and classroom protocols and routines.
* Set up areas in the classroom for different learning activities, e.g. a dress up box for drama and role play.
* Maximise engagement by giving students a sense of classroom ownership, e.g. Individual students or groups are allocated a display area.
* Develop inclusive classroom culture. Teach protocols for acceptable talk and establish routines for accepting and encouraging non-judgemental, complex and abstract thought.
* Create learning centres taking into account different student ability and readiness. It is also important that students understand expectations and roles for group work.
* Explicitly teach time management skills and group work skills.
* Redefine the role of the teacher as facilitator.
* Nurture and reward leadership and collaboration in the classroom.
* Deploy additional adults, e.g. teaching assistants and parent helpers to support group and individual activities.
* Use Fist of Five: Ask students to show and express their comfort level with the activity using their fingers, e.g. 5 = I could teach this to someone; 1= I’m totally lost.
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| Listening  | * Provide opportunities for purposeful and contextualised listening.
* Provide opportunities both inside and beyond the classroom (online space) for exposure to significant listening input.
* Designate areas for individual and group work.
* Create opportunities for pupils to be active listeners by inviting comments from a range of pupils, asking questions and expecting pupils to ask self-questions.
* Minimise distractions and background noise.
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| Reading  | * Use mixed ability groups and peer mentoring.
* Set up learning centres providing a range of texts around the content, e.g. brochures, magazines, comic books, picture books.
* Provide culturally sensitive materials.
* Provide a print rich environment with labels and captions.
* Use QR codes to support reading.
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| Writing | * Construct word walls where target vocabulary is displayed in the classroom
* Display charts, visuals and maps to demonstrate aspects of visual literacy concepts.
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