

Teaching children how to learn

Teachers' toolkit

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Self-assessment 2

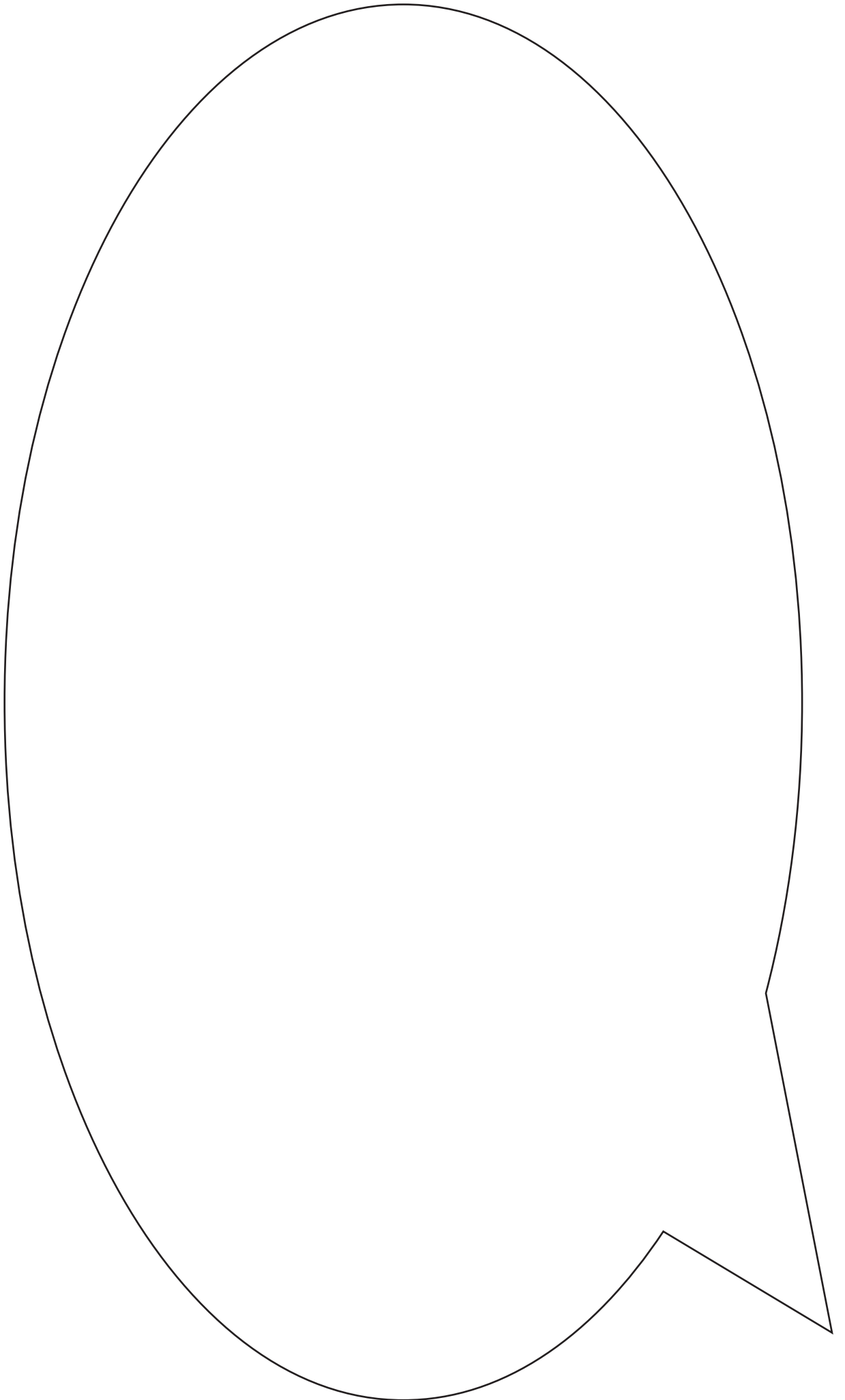
Self-assessment 3

Self-assessment 4

Action plan



Wilbur's learning suggestions



Knowing your class 1

Benefits

Benefits to your teaching:

A better understanding of your class will enable you to:

- build on the experience and knowledge that the children bring to the classroom;
- better prepare schemes of work, select appropriate resources and make learning more meaningful and more holistic;
- initiate dialogue with parents, and encourage parental involvement;
- make your teaching more inclusive.

Benefits to your pupils' learning:

A better understanding of your class will enable you to:

- valorise the children's languages and cultures;
- recognise and promote the children's abilities and talents;
- encourage the children to participate more actively and confidently in classroom instruction;
- help the children develop more positive attitudes to English language instruction;
- meet the children's affective learning needs.

**Keep a record of other benefits you notice, and write your observations below.
Add your observations to your English Teaching Portfolio.**

Other benefits:

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Observations:

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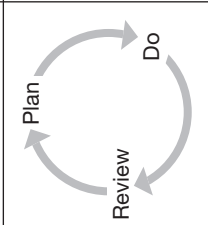
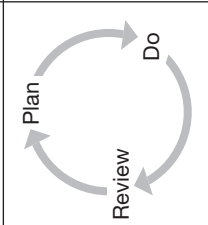
Knowing your class 2

Class profile

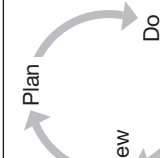
School year Class

Age of pupils	
Number of pupils	
Gender mix (boys/girls)	
Language(s) spoken at home	
Shared classroom language	
English language level	
Cognitive ability	
School setting (urban/suburban/rural)	
Children's interests	
Classroom space/layout (fixed desks, rows, movable tables, etc)	
Resources/technology	
Other information:	

LESSON PLAN TEMPLATE

Teacher's name:	Date:	Class:	Length:	Class level:
Classroom layout/space:				
Anticipated difficulties:				
MAIN LESSON AIMS: In this lesson, the children will:				
<ul style="list-style-type: none"> • • • 				
At the end of the lesson, tick off the aims achieved and add any additional aims/items that arose unexpectedly.				
Time				
Materials				
				
PROCEDURES				
<div style="display: flex; justify-content: space-around; align-items: center;"> PLAN → DO → REVIEW </div>				
Activity cycles		<p>Prepare the children for the activity. Set context and inform children of aims and purpose of activity. Activate prior knowledge. Revise, introduce and practise any new language. Motivate. Negotiate success criteria.</p>	<p>Children do activity and experiment and use target language. Teacher monitors and helps as necessary. Do more Children consolidate language by extending and personalising.</p>	<p>Run reflective review to evaluate activity and performance.</p>
Activity cycle 1		Do more		
Activity cycle 2		Do more		
Activity cycle 3		Do more		
Ending the lesson				
<ul style="list-style-type: none"> • Set homework and home involvement share activity. • Round up, review and summarise lesson. • End of lesson routine activity. 				
Post-lesson personal reflection: see Review questions on page 134.				

COMPLETED LESSON PLAN

Teacher's name:		Date:		Class: CM1/9 year olds		Length: 1 hour		Class level: Working towards A1	
Classroom layout/space: <i>Desks in rows</i>		<p>Anticipated difficulties: The children have listened to the story several times and understand, but some may have difficulty retelling it in English. They will need plenty of support.</p>							
STAGE		<p>MAIN LESSON AIMS: In this lesson, the children will:</p> <ul style="list-style-type: none"> retell the story of <i>Meg and Mog</i> (Puffin Books); learn how to describe what people are wearing; think about word order in English. 							
Beginning the lesson		<p>At the end of the lesson, tick off the aims achieved and add any additional aims/items that arose unexpectedly.</p>							
PLAN		Time		Materials		Time			
Activity cycles		10 mins				Time			
Activity cycle 1		10 mins		Meg and Mog.		Time			
Activity cycle 2		15 mins		Meg and Mog. Picture dictation worksheet. Clothes flashcards.		Time			
Activity cycle 3		10 mins		Enlarged pictures of 3rd double spread from Meg and Mog + word cards.		Time			
ENDING THE LESSON		<p>Ending the lesson procedures:</p> <ul style="list-style-type: none"> Homework: Clothes crossword and gap fill, to share with family. Plenary: Round up and review overall lesson. End lesson by describing a child. 'She's wearing a green jumper.' As the children recognise themselves, they line up, ready to go. 							
REVIEW		<p>Post-lesson personal reflection: see Review questions on page 134.</p>							

Class storybook profile

School year	Class	Storybook
Age of pupils		
Number of pupils		
Gender mix (boys/girls)		
Language(s) spoken at home		
Shared classroom language		
English language level		
Cognitive ability		
School setting (urban/suburban/rural)		
Time of the year (month/season)		
Children's interests		
Classroom space/layout (fixed desks, rows, movable tables, etc)		
Resources/technology		
Other information:		

Evaluating my storytelling skills

Individual sounds

- Did I pronounce vowels and consonants or sounds in connected speech correctly?

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Stress

- Did I stress syllables in individual words or in sentences correctly?

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Rhythm

- Did I read too slowly or too quickly?
- Did I pause in the right places?

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Intonation

- Did I sound interesting or boring?
- Did I vary my intonation, where appropriate?
- Did I use the appropriate intonation for questions, statements, lists and so on?

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Variation

- How did I vary the speed and volume of my voice, where appropriate?
- Did I adapt my voice for the different characters?

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Visual/audio clues

- How did I use visual/audio clues (facial expressions and gestures, sound effects) to support the children's understanding?

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Eye contact

- Did I retain eye contact with the children during the storytelling, to develop a shared rapport with the class?

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Pupil participation

- Did I pause in the correct places and use the appropriate intonation, to invite my pupils to join in?
- Did I ask the appropriate questions, to encourage my pupils to predict what comes next?
- Did I ask the appropriate questions, to encourage the children to relate the story to their own experiences?

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General impression

- How did I sound in general? Clear? Expressive? Lively?

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What do I need to improve?

- What shall I focus on this week?

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Storybook record

Title:

Author/Illustrator:

Publisher:

Class/age used with: Date:

Notes

Narrative:

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Illustrations:

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Children's response:

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Other:

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Self-assessment 1

Planning interesting and stimulating learning experiences

Assess yourself as follows:

1 = *I now feel very competent in this area.*

2 = *I now feel quite competent in this area.*

3 = *I don't feel competent yet in this area, and would like to learn more.*

	1	2	3	N/A
Planning challenging lessons.				
Using familiar routines.				
Providing authentic input to create an acquisition-rich learning environment.				
Making links to other areas in the primary curriculum.				
Giving opportunities for the children to relate things to their personal experience.				
Developing intercultural understanding.				
Giving meaningful exposure to the language.				
Using age-appropriate and varied activities and materials.				
Other:				

Comments:

Self-assessment 2

Creating a positive classroom climate

Assess yourself as follows:

1 = *I now feel very competent in this area.*

2 = *I now feel quite competent in this area.*

3 = *I don't feel competent yet in this area, and would like to learn more.*

	1	2	3	N/A
Understanding that mistakes are learning opportunities.				
Creating a climate of mutual confidence and respect in the teacher–class relationship.				
Creating an inclusive classroom, and respecting diversity.				
Recognising and praising effort, and giving constructive feedback.				
Being a positive role model, and promoting positive values.				
Establishing a learning environment where the children feel confident to take risks with the language.				
Enabling the children to voice their opinions/preferences about language learning.				
Listening to and acting on the children's perspectives.				
Building a class learning community.				
Giving the children responsibility and opportunities to work independently and make choices about activities/materials.				
Using positive behaviour and classroom management strategies.				
Providing opportunities for the children to work cooperatively.				
Making effective use of classroom space.				
Using effective questioning to create an enquiring classroom and quality dialogue.				
Other:				
Comments:				

Self-assessment 3

Encouraging parental support and family involvement

Assess yourself as follows:

1 = *I now feel very competent in this area.*

2 = *I now feel quite competent in this area.*

3 = *I don't feel competent yet in this area, and would like to learn more.*

	1	2	3	N/A
Creating effective communication channels between school and home.				
Enabling the children to share learning with their parents.				
Encouraging positive parental attitudes to foreign language learning.				
Fostering cooperation between teacher and parents.				
Planning activities which take the in-the-school experience into the home.				
Planning activities which take the in-the-home experience into the school.				
Supporting the parents to help their child with their English language learning.				
Other:				

Comments:

Self-assessment 4

Enabling children to experience success in early language learning

Assess yourself as follows:

1 = *I now feel very competent in this area.*

2 = *I now feel quite competent in this area.*

3 = *I don't feel competent yet in this area, and would like to learn more.*

	1	2	3	N/A
Planning and integrating learning to learn systematically into lessons.				
Discussing and reviewing learning.				
Encouraging the children to use the target language as much as possible, but with the right to use the mother tongue or the shared classroom language to help them learn.				
Using child-directed speech.				
Scaffolding learning.				
Discussing and negotiating success criteria.				
Giving opportunities to use language in context.				
Encouraging organised learning.				
Ensuring the children know what is expected of them, and how they are to be evaluated.				
Ensuring the children understand the purpose of what they have to do and its relevance.				
Giving the children opportunities to work at their own pace and personalise their learning.				
Other:				

Comments:

Action plan

Name Date

Action point: Describe the target development. For example: the teaching strategy you wish to try out or improve.

Link your plan to one of the core elements of effective pedagogy.

Steps you need to take, plus time frame.

Support/resources required.

Measures for impact and/or success.