



VI Symposium

ASSESSING MATHS AND ENGLISH

Developing English through literacy in the Primary classroom



Gobierno de Navarra
Nafarroako Gobernua
Departamento de Educación
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Agenda

- Main considerations around reading
- Developing reading in Primary
- Developing English through stories
- Making the most of reading resources

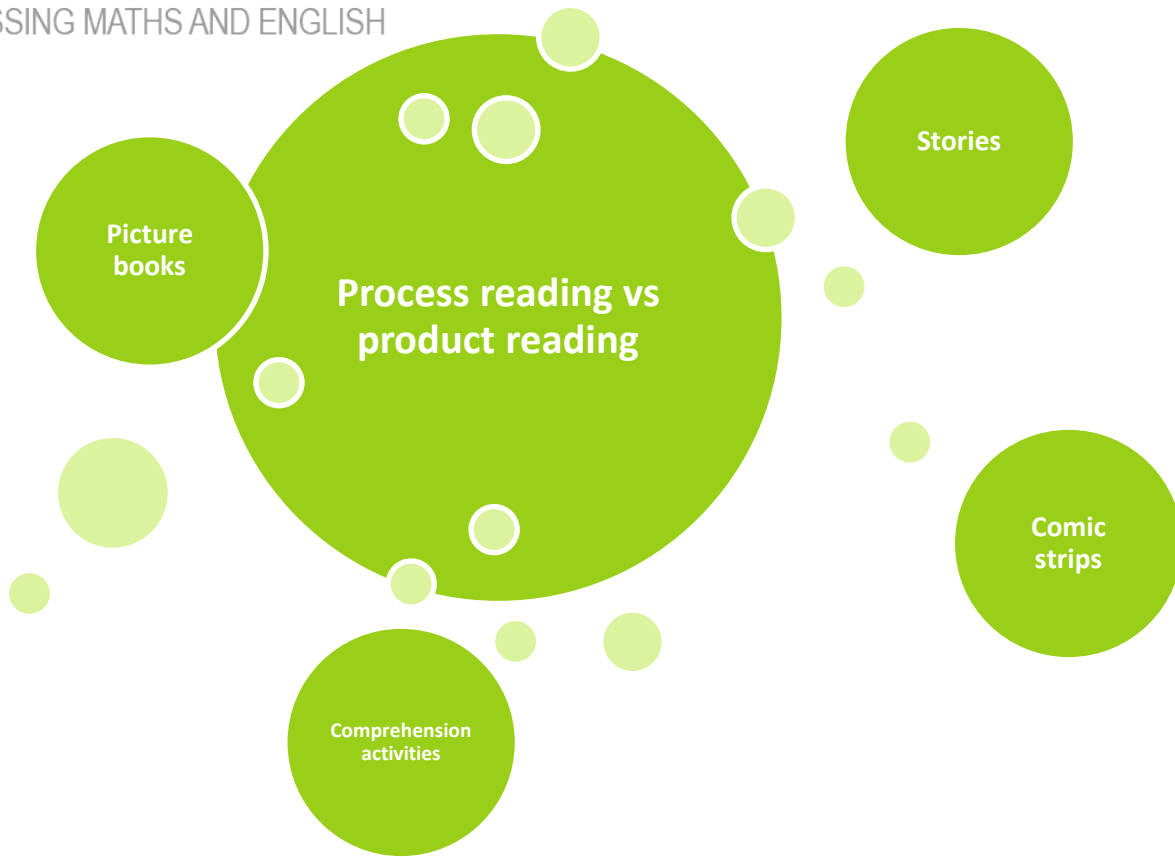




How do you develop reading in
the Primary classroom?

What resources do you use?







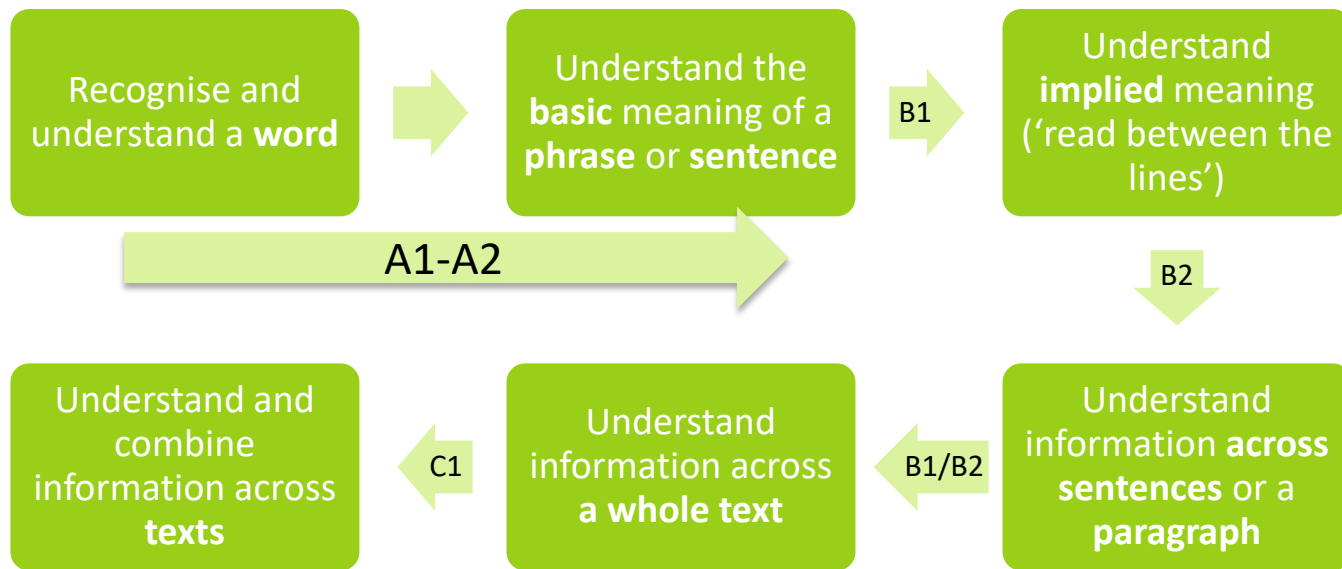
What is challenging about
working on reading in class?





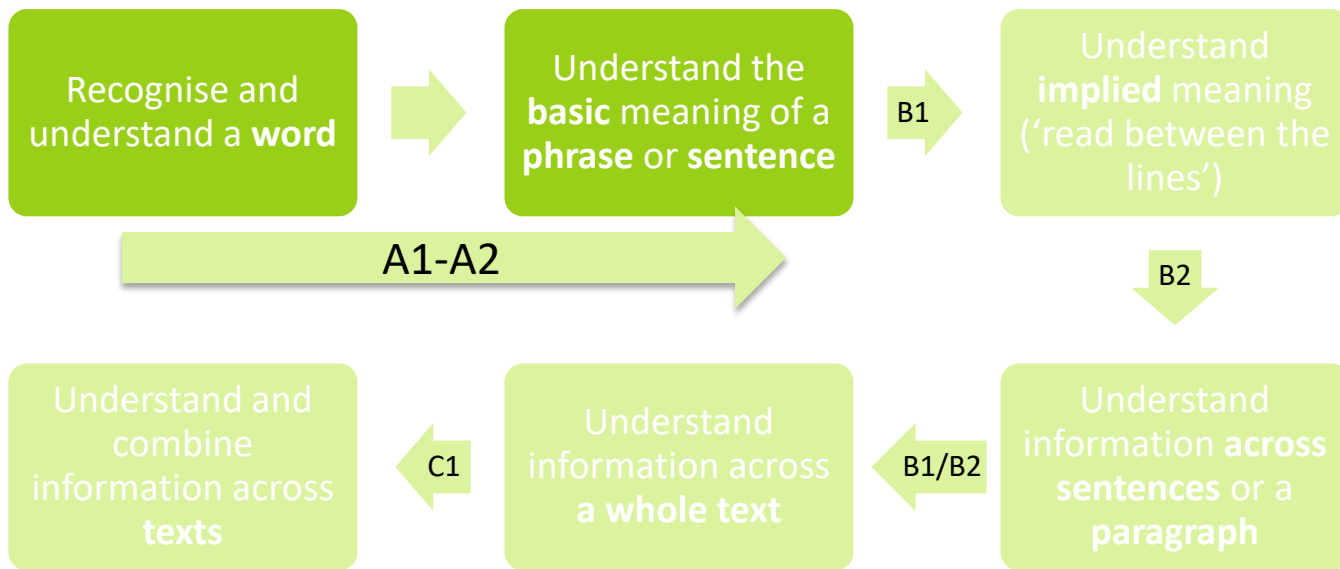


What do we do when we read?



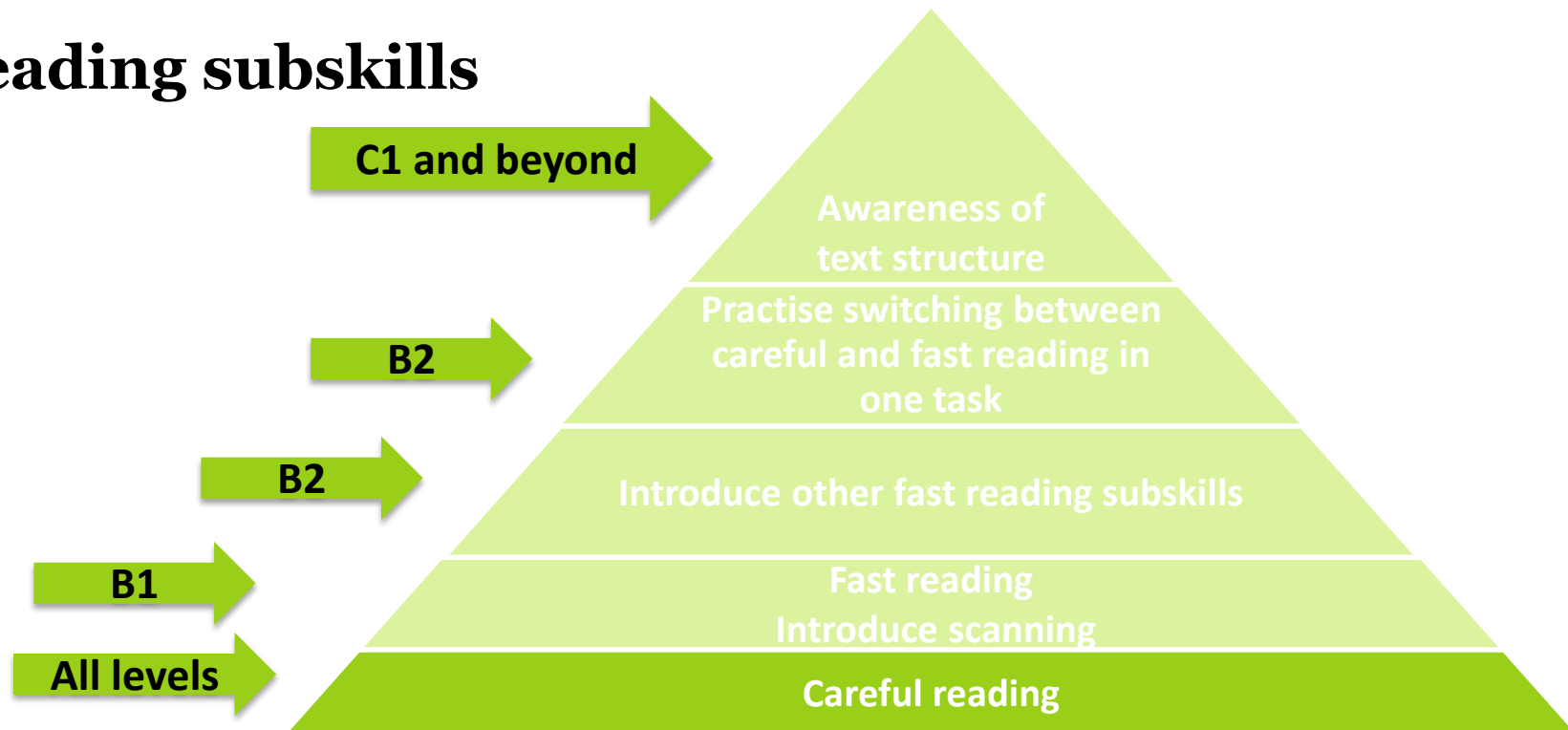


What do we do when we read?





Reading subskills





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Developing reading in Primary



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From words to sentences





From words to sentences

flippity Word Search



Word Direction: → ↓ ↘ ↗



<https://www.flippity.net/>





From words to sentences

Movers find it 2

Find two things that have legs.

Find something with letters on it.

a b c d

Find two things that you can sit on.

Find 3 straight things.

Find two things that you put on and take off.

Find two things that are thin.

Find something that's huge. What is it?

.....


Flyers find it quiz

Find something that's very soft.

Find three things that are made from metal.

Find four plastic things.

Find something that has corners.

Find something with stripes. 

Find two things that are empty.

And one thing that's full.

Name two things that you can turn on and off.

Name three things you can find in a bathroom.





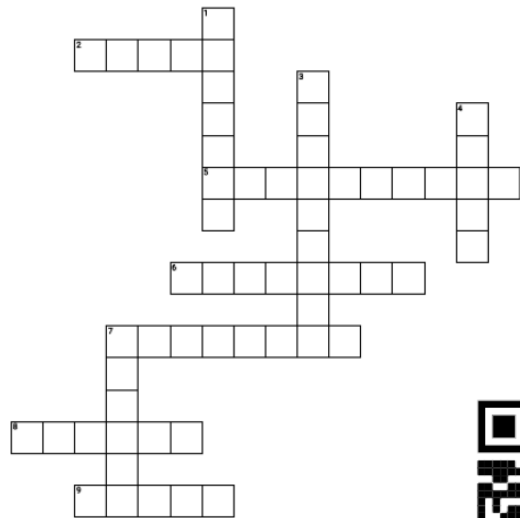
From words to sentences

Across

2. A small object that is moved by hand across a surface to control the movement of the cursor on a computer screen.
5. An object with a screen on which you can watch programmes with moving pictures and sounds.
6. An object used to write on a computer, mobile phone or tablet.
7. An object used to store, organise and find information, work with numbers and other data.
8. The part of a television, computer, or other electronic object, on which you see pictures or information.
9. A type of small clock that you wear on your arm.

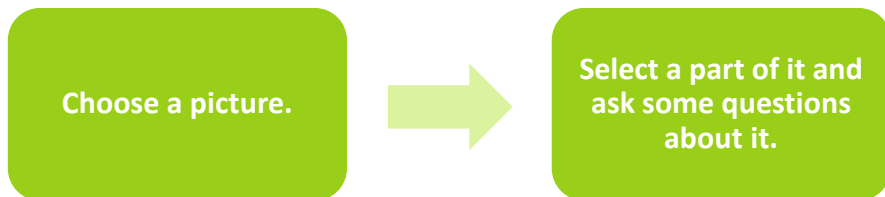
Down

1. A group of pages on the internet, where a company or an organisation, or an individual person, puts information.
3. An object used for talking to another person over long distances.
4. An object used for measuring and showing time in a room or on the wall of a building or on a computer screen.
7. An object used for taking photographs.





From words to sentences





From words to sentences

What can you see?

How are they feeling?



Pre A1
Starters
Reading &
Writing Part 2

Where are the boys?

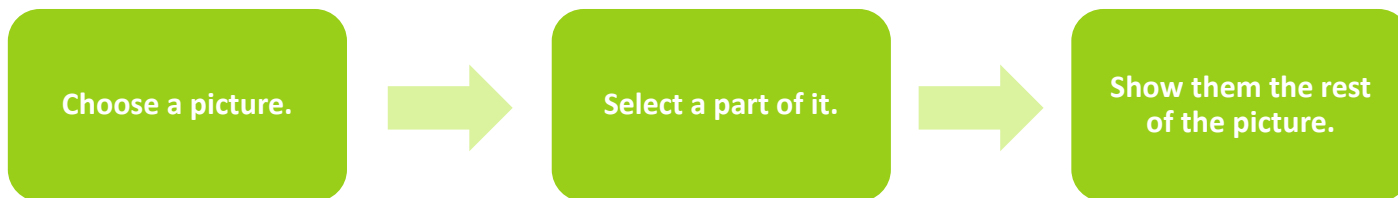
What are they doing?

What other things or people can you see?





From words to sentences





From words to sentences

- ✓ What can you see?
- ✓ Where are they?
- ✓ What are they doing?
- ✓ How are they feeling?
- ✓ What other things or people are there in the picture?





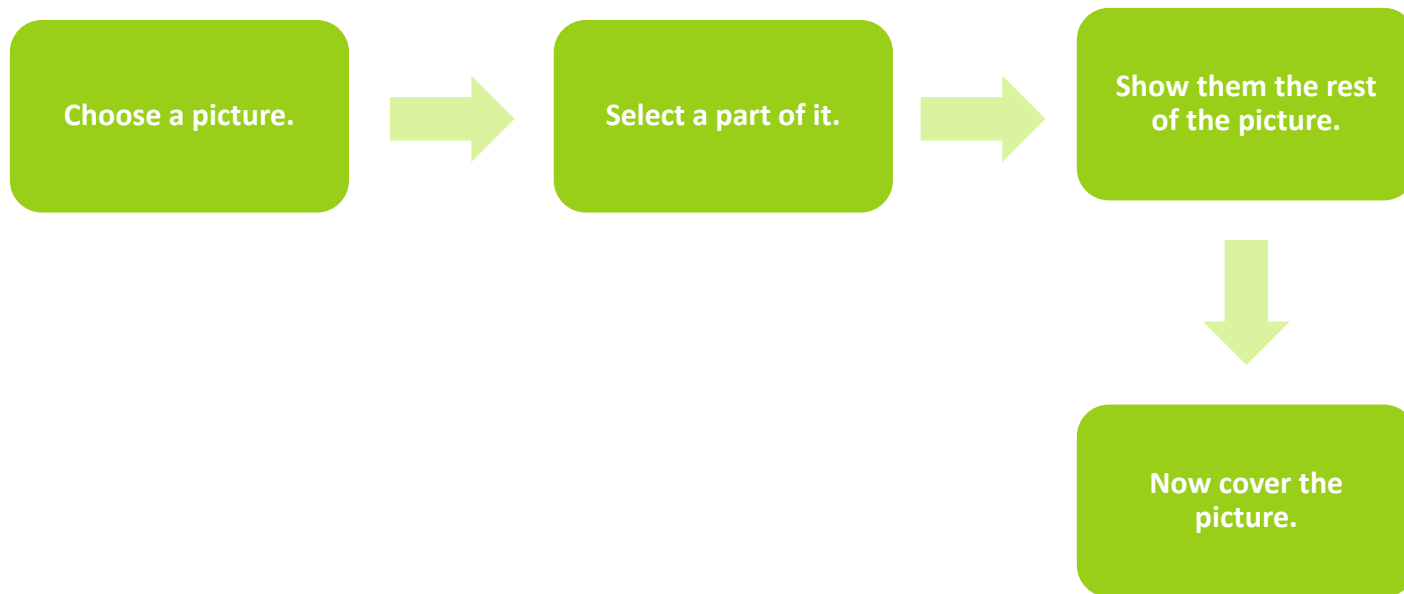
From words to sentences



- ✓ How many cows are there?
- ✓ Where's the dog?
- ✓ What colour is the dog?
- ✓ What other things can you see?

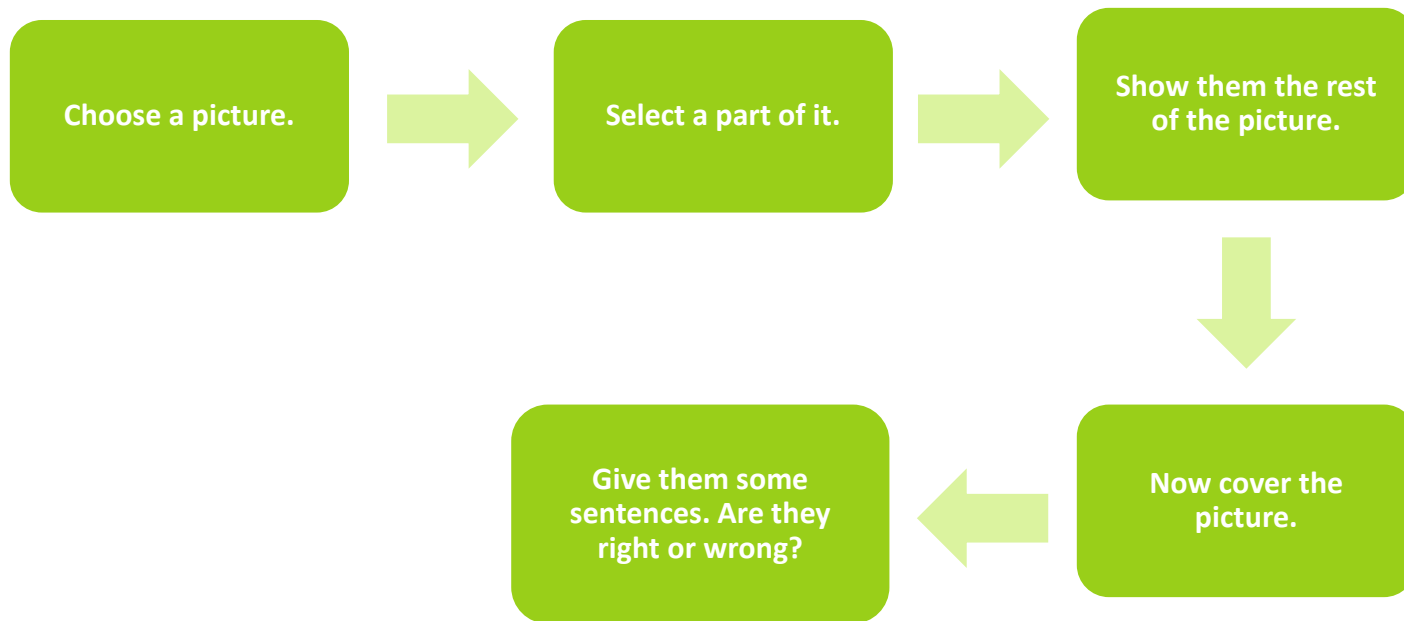


From words to sentences





From words to sentences





From words to sentences

Examples

The boys are wearing blue shorts.

yes

Two cows are looking at the sun.

no

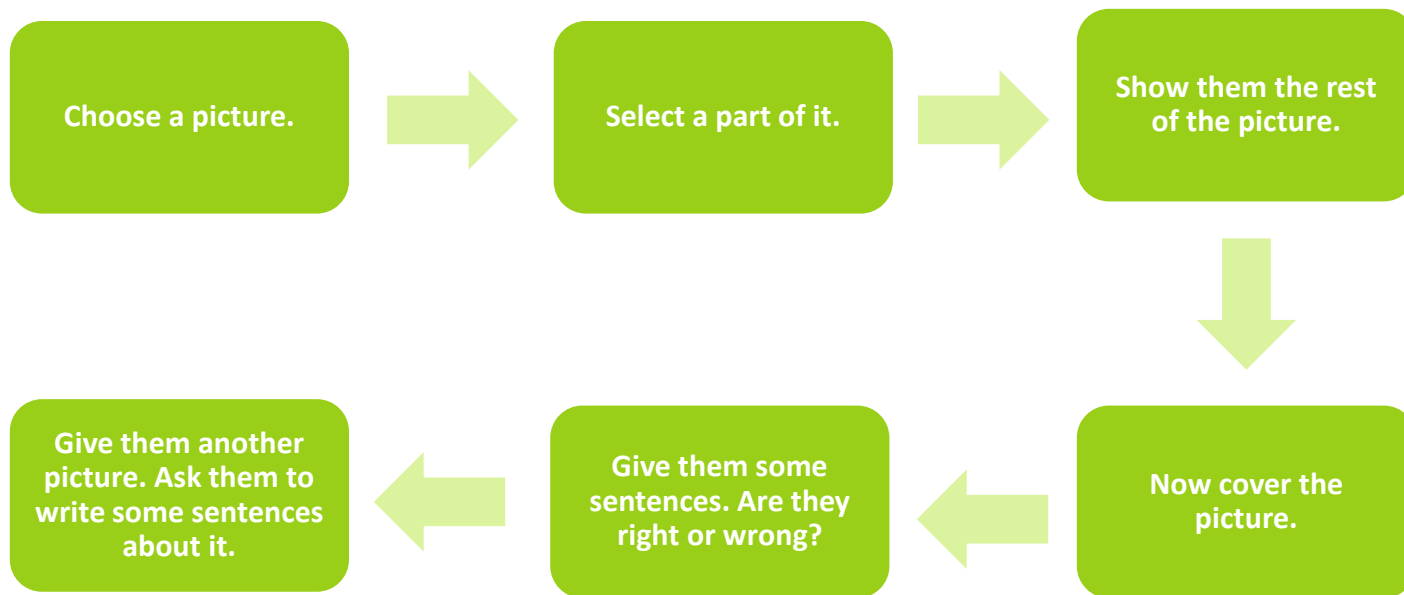
Questions

- 1 The children are fishing in the sea.
- 2 There's an old boot in the water.
- 3 You can see three fish in the picture.
- 4 The child with black hair is sitting down.
- 5 There's a green frog on the bag.





From words to sentences





From words to sentences

	Tick or cross?
0. There are ten trees.	x
1. The girl in the pink skirt is scared.	
2. The girl behind the tree is blonde.	
3. The children next to the monkey are sad.	
4. The dog is black.	
5. The boy with the camera has number 20 on its T-shirt.	







Actions?





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Actions?



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Places?





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Objects?



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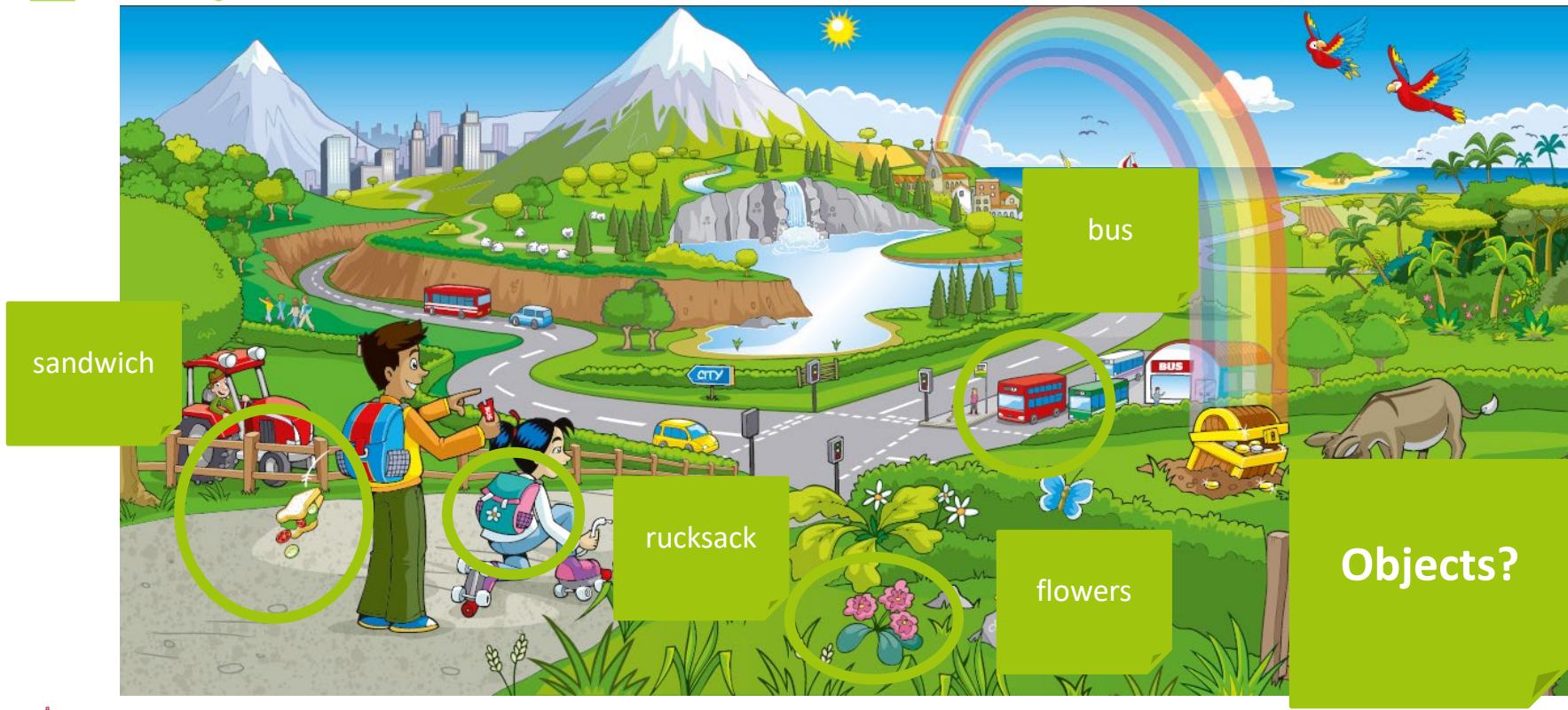
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Actions?

Places?

Objects?



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From words to sentences

With your Young Learners' hat...

Can you write a sentence about the picture?



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From words to sentences

With your Young Learners' hat...

Can you write a sentence about the picture?

Two birds are
flying in the sky.

The girl and her father
are going to the bus
station.

There are pink
flowers.





From sentences to texts

Part 2

– 6 questions –

Read the text and choose the best answer.



Example

Paul: What did you do last night, Daisy?

- Daisy:**
- (A) I watched television.
 - B I'm watching television.
 - C I don't watch television.

Questions

1 **Paul:** Did you see the film about pirates?

- Daisy:**
- A Yes, so do I.
 - B Yes, it was great.
 - C Yes, that's him.

Michael: Hello Sally. Why weren't you at school yesterday?

Sally:

Michael: What was the matter? Did you have a sore head?

Sally:

Michael: I hate being ill.

Sally:

Michael: In our English questions about

Sally:

Michael: I can come to

Sally:

Michael: Have you got

Sally:

A So do !! It's horrible!

B Hello Michael, I was feeling sick so I stayed in bed.

C Did you? I just watched TV all day.

D Yes, they have. Thank you very much.

E No. I had a terrible cold but it's better now.

F A few, I hope you'll enjoy them.

G Would you like to play it soon?

H This afternoon? OK! I could show you my new computer then too!





From words to texts

Can you think of
questions/
prompts to
match these
responses?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



I'm fine thanks.

I had cereal.

No, I didn't.

I went to the shop to get some bread.

So did I.

Yes, I did.





From sentences to texts

Michael: Hello Sally. Why weren't you at school yesterday?

Sally:

Michael: What was the matter? Did you have a sore head?

Sally:

Michael: I hate being ill.

Sally:

Michael: In our English lesson, we had to answer some questions about a story.

Sally:

Michael: I can come to your house after school if you like.

Sally:

Michael: Have you got any games that we can play?

Sally:

Skimming and scanning


- **Who are Michael and Sally?** *Students, friends.*
- **Which places do they talk about?** *Sally's home / school*
- **Where are they now?** *Outside school*
- **Were they both at school yesterday?** *No (Sally was ill at home).*








From sentences to texts


Ask students to share ideas for each gap one by one, before giving Sally's dialogue.


 **Michael:** Hello Sally. Why weren't you at school yesterday?


 **Sally:**


 **Michael:** What was the matter? Did you have a sore head?


 **Sally:**


 **Michael:** I hate being ill.


 **Sally:**


 **Michael:** In our English lesson, we had to answer some questions about a story.

 **Sally:**

 **Michael:** I can come to your house after school if you like.


 **Sally:**


 **Michael:** Have you got any games that we can play?


 **Sally:**





From sentences to texts


 **Michael:** Hello Sally. Why weren't you at school yesterday?


 **Sally:**


 **Michael:** What was the matter? Did you have a sore head?


 **Sally:**


 **Michael:** I hate being ill.


 **Sally:**


 **Michael:** In our English lesson, we had to answer some questions about a story.

 **Sally:**

 **Michael:** I can come to your house after school if you like.

 **Sally:**

 **Michael:** Have you got any games that we can play?

 **Sally:**













Ask students to share ideas for each gap one by one, before giving Sally's dialogue.



Tell students to complete the rest of the task individually.



From sentences to texts

	Michael: Hello Sally. Why weren't you at school yesterday?	
	Sally:	A So do I! It's horrible!
	Michael: What was the matter? Did you have a sore head?	B Hello Michael, I was feeling sick so I stayed in bed.
	Sally:	C Did you? I just watched TV all day.
	Michael: I hate being ill.	D Yes, they have. Thank you very much.
	Sally:	E No. I had a terrible cold but it's better now.
	Michael: In our English lesson, we had to answer some questions about a story.	F A few, I hope you'll enjoy them.
	Sally:	G Would you like to play it soon?
	Michael: I can come to your house after school if you	H This afternoon? OK! I could show you my new computer then too!
	Sally:	
	Michael: Have you got any games that we can play?	
	Sally:	

Ask students to share ideas for each gap one by one, before giving Sally's dialogue.



Tell students to complete the rest of the task individually.



Compare answers in pairs, then check as a whole class.



Have you tried these (or similar)
activities with your students?

What other activities have you tried?

Share your experience with the person
next to you...





Moving on to stories...

In your everyday communication...

- When did you last 'tell a story'?
- Who did you tell it to?
- When did you last 'hear a story'?
- Can you remember it?
- Why?





Why are stories such a powerful tool
in second language acquisition?





“Telling stories is one of the **natural ways we communicate** with the people around us. Story-telling and story-making are fundamental elements of human communication (...). Using stories in a language lesson can be really effective because students are **hardwired to engage** with a story if it **interests them.**”

Karen Saxby





“Stories provide shared contexts for **natural language development** and are a **powerful vehicle for learning**. Stories appeal to children’s emotions and develop their imaginations.

Stories also **open children’s minds** to new ideas and engage them as **thinkers** with issues that are relevant and real.”

Carol Read's 101 Tips for Teaching Primary Children Paperback Pocket Editions
[Cambridge Handbooks for Language Teachers](#)





Familiar
context

Imagination

Interest

4 skills

Emotional
reaction

Language







Exploiting stories

Part 5
- 7 questions -

Look at the pictures and read the story. Write soon complete the sentences about the story. You can!

Daisy at the farm

Daisy's family lived in a flat in the city the countryside to see Daisy's grandpa. In the car, last Saturday, the family 'It's so quiet there!' Daisy's mum said. 'I like working outside!' her father said. 'I love helping Grandpa with all are!'

Examples

Daisy's home was in ...
Daisy's family went to ...
weekend.

Questions

- Daisy's mother's place.
- Daisy enjoyed ...
- There were some ... they drove into the farm.
- Daisy's dad didn't want to ... weather.
- Daisy told ... grandmother ... to go and have tea with her
- Daisy was ... after all her work outside.
- Grandfather said Daisy was the ... family!

They were surprised when they got out of the car, it started. 'Oh dear!' Daisy's mum said. 'And I can't work outside in. Well, you two can sit and to help Grandpa with the ...

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables. After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said. 'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered.





Exploiting stories



A



B



C



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!





Part 5

- 7 questions -

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm

Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city

Daisy's family went to the countryside by car every weekend.

Questions

- 1 Daisy's mother liked the farm because it was a place.
- 2 Daisy enjoyed working with on the farm.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

- 3 There were some outside the house when they drove into the farm.
- 4 Daisy's dad didn't want to in the wet weather.
- 5 Daisy told to go and have tea with her grandmother.



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

- 6 Daisy was after all her work outside.
- 7 Grandfather said Daisy was the in her family!





Exploiting stories

- ✓ Introduction of **key vocabulary** before first reading is only done if **absolutely necessary** – it is very important **not to pre-stress** the listener
- ✓ Use of **open-ended questions** during reading
- ✓ Allowing a child to **predict** the meaning of a word from the context
- ✓ Rich **explanation** from the reader **during reading**:
 - ✓ providing a definition/synonym,
 - ✓ miming the word,
 - ✓ using it in a different but familiar context

Remember: interruptions to a story should never happen at first exposure.



Exploiting stories

Part 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school library

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) first.'

Example



library



website



frightened



hopping



address



surprised



cleverest



bounce



ideas

(6) Now choose the best name for the story.

Tick one box.

Paul's favourite bear ☐

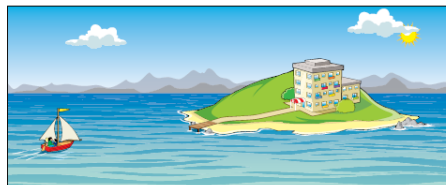
Jane's new teacher ☐

A lesson about animals ☐

Part 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



example

island fridge pushed restaurant missing

ready pepper sky storm cut

Last weekend, Harry and his parents went to a small hotel on an island in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3)', he said, 'because there is no-one to cook.'

(6) Now choose the best name for the story.

Tick one box.

Harry buys pizza ☐

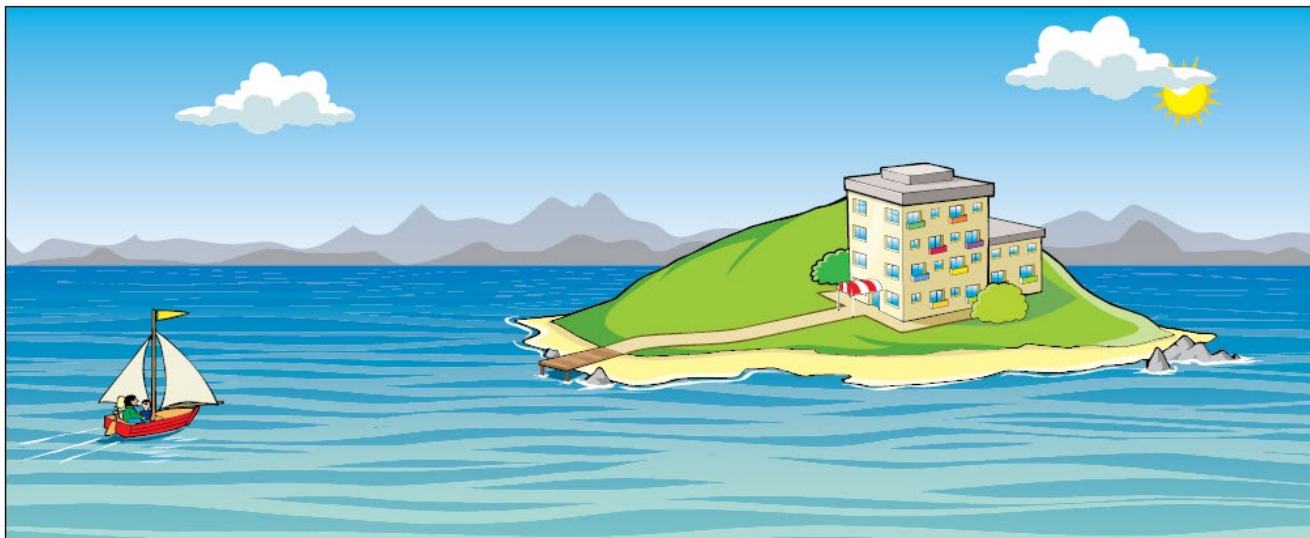
Lunch on a boat ☐

The new cooks ☐



What can you see?

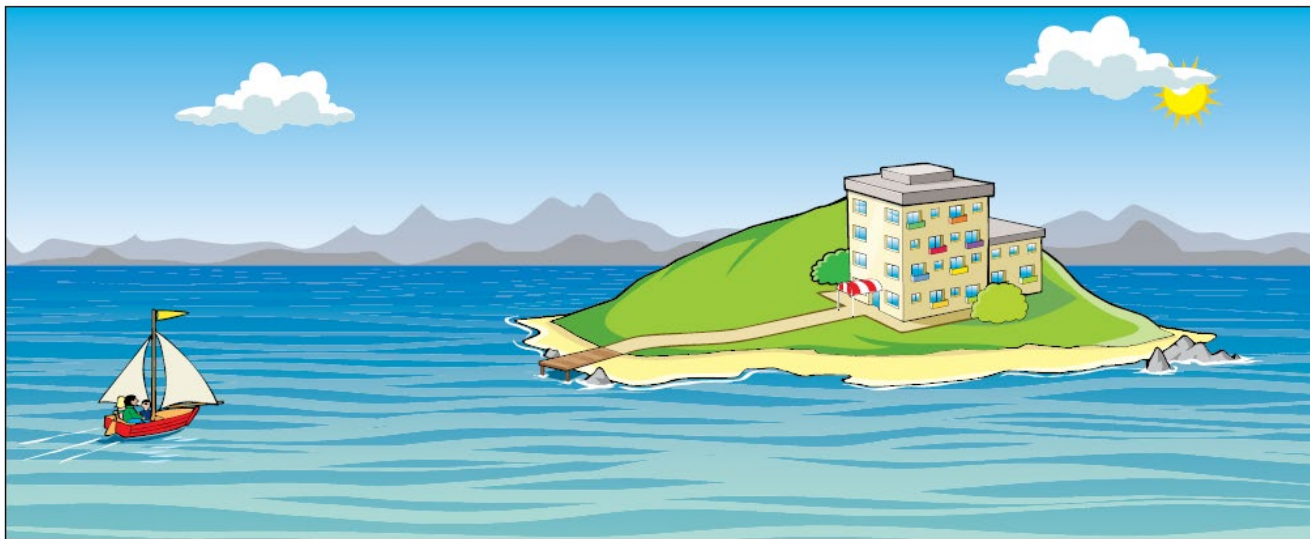
Exploiting stories





Exploiting stories

What other questions can you ask?





Where is the boat going?

Exploiting stories

Where do you think this is?

How many people are on the boat?

What is the weather like?

What is the building on the island?

Where are the people on the boat going to eat?

What are their names?

Is the boat a fishing boat?



Why is the boat going to the island?

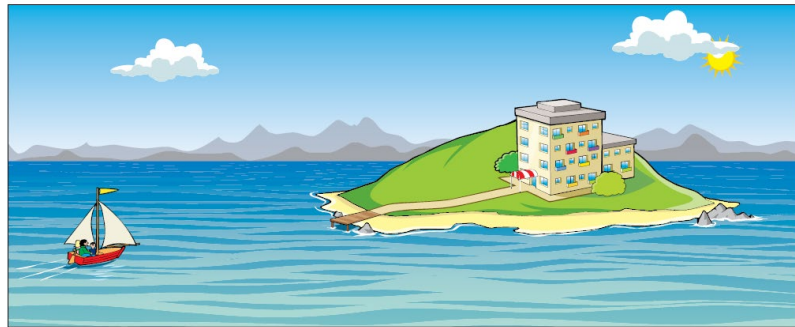
Are the people on the boat on holiday or at work (e.g. as a fisherman)?





Exploiting stories

- Tell the students you have a story to tell them about the picture.
- Read the story aloud (from the exam task) and ask students to listen very carefully because some of the words are missing.
- When you read aloud, make a buzzing noise to indicate where the missing words are.





Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

**example**

island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Last weekend, Harry and his parents went to a small hotel on an island in a lake. On Saturday afternoon the hotel cook went by boat to the town to see a friend. But then suddenly a (1) came, with rain and strong winds, and he couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2) to have dinner, but it was closed. 'What's the matter?' Harry's mum asked the waiter. 'The dinner isn't (3) ,' he said, 'because there is no-one to cook.'

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) and in the cupboards.

They found some flour, tomatoes, cheese and vegetables.

Dad made pizzas and Mum (5) the vegetables into small pieces for a salad.

'That smells good,' said the waiter.

Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

- Give the students the task.
- Ask students to read the story and focus on *before* and *after* each gap, thinking about what type of word they think would be a good choice.
- Ask students to fill in the gaps with the correct words.



Exploiting stories

Which title?

buys pizza Harry (*Harry buys pizza*)

boat on a lunch (*Lunch on a boat*)

cooks the new (*The new cooks*)





Exploiting stories

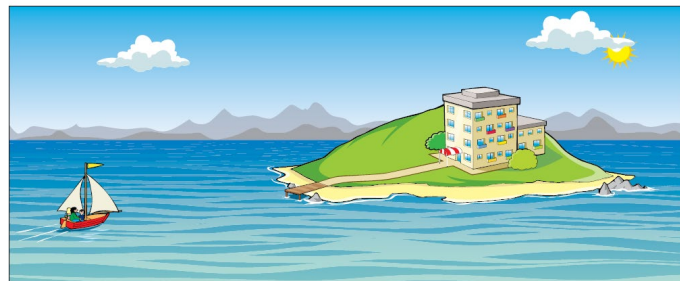
Which title?

Ask students to choose the title that fits the story.

buys pizza Harry (*Harry buys pizza*)

boat on a lunch (*Lunch on a boat*)

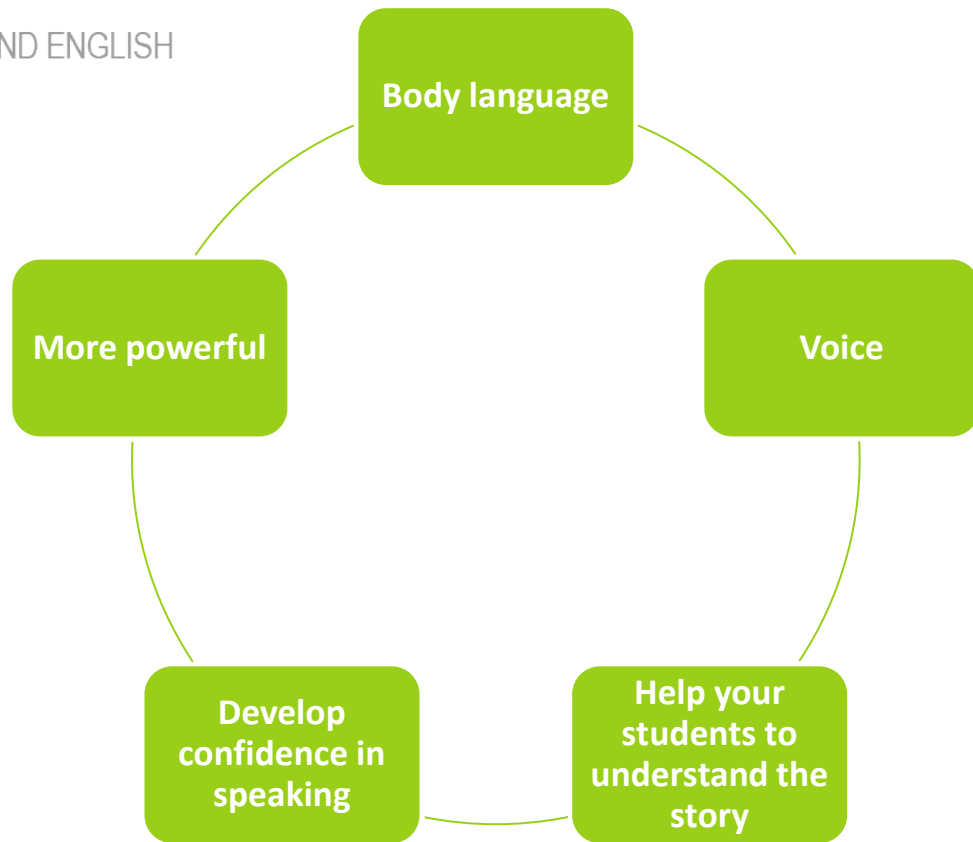
cooks the new (*The new cooks*)





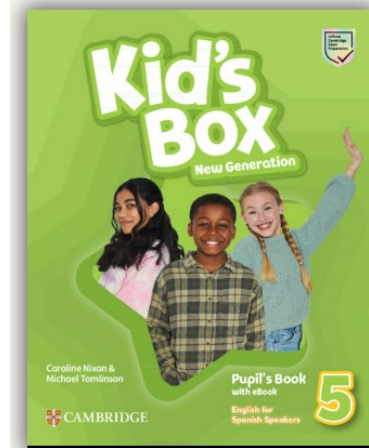
Exploiting stories

Reading a story is not
the same as telling a
story





Exploiting stories





Do you remember what happened in the previous unit?

Ask students to take turns to tell the story.

What will happen next?





Setting the mood for stories

Arman's journey

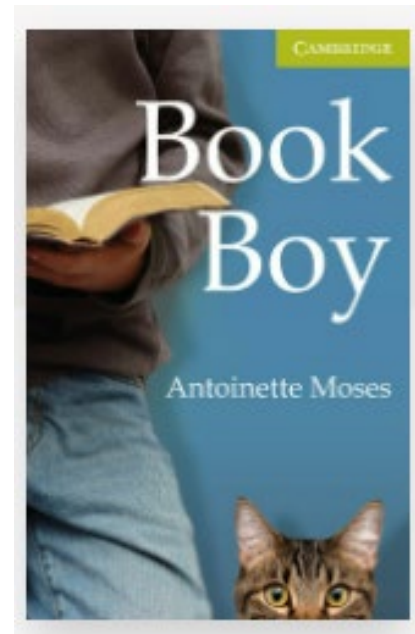
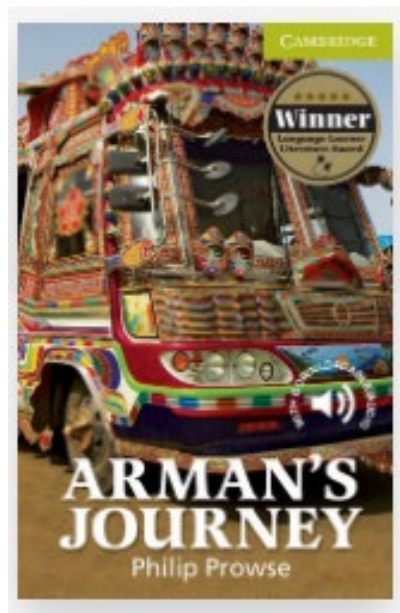
Big Hair Day

Book boy





Setting the mood for stories





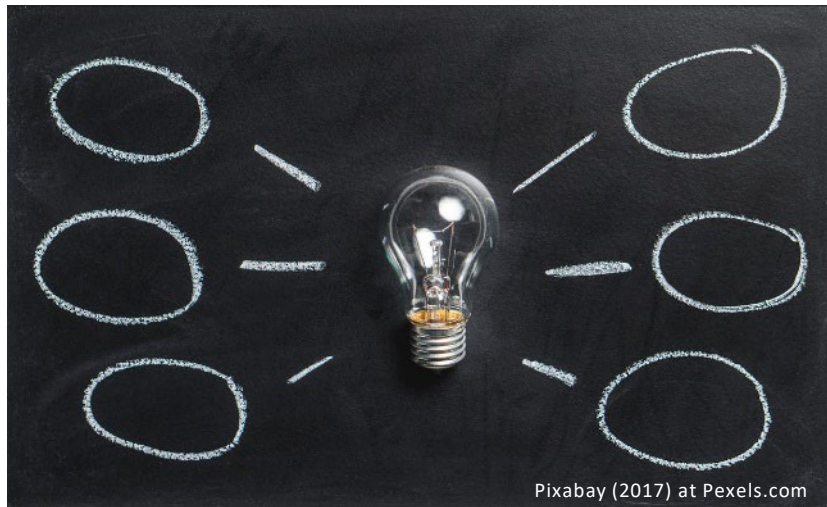
Setting the mood for stories

Brainstorm what the stories will be about.

What are their names?

How are they feeling?

Where are they?



Pixabay (2017) at Pexels.com

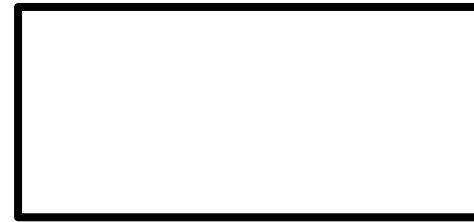
Tell me about the ...

What are they talking about?



Setting the mood for stories

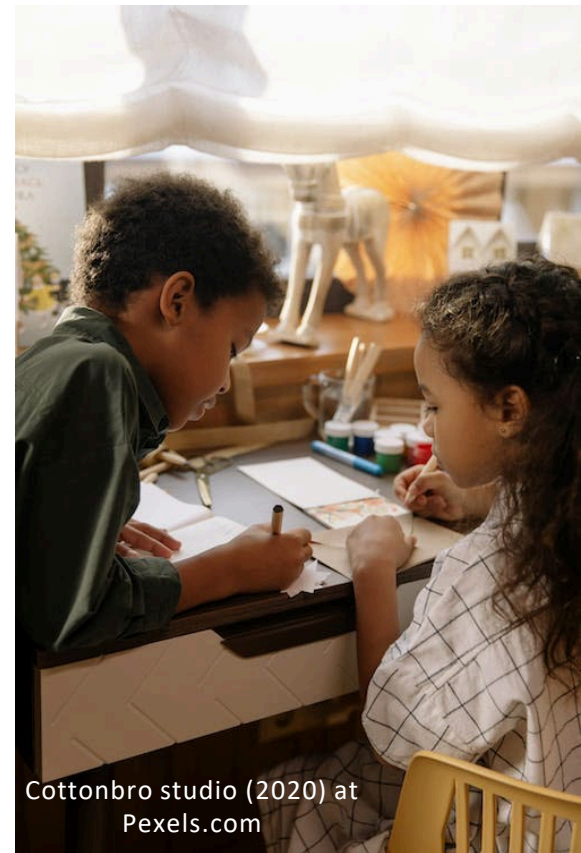
Get your students into groups of three or four and ask them to choose one of the story titles and draw their story.





Setting the mood for stories

Groups should exchange their pictures and write the story based on the pictures.



Cottonbro studio (2020) at
Pexels.com





Setting the mood for stories

Have you tried using music?

Who are the characters?

What is happening to them?

What is happening next?

Where are they?

What could they be talking about?

What title would you give to each piece?

How are they feeling?





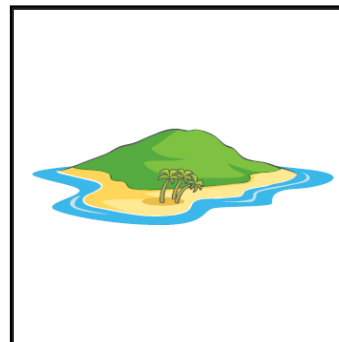
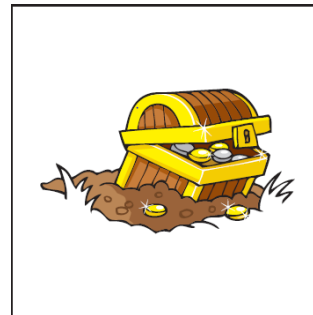
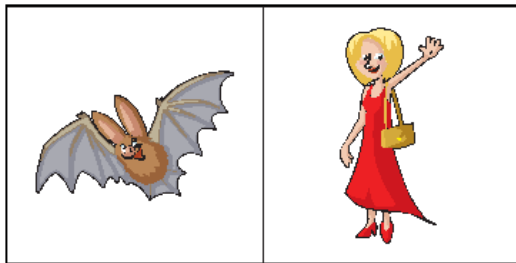
Setting the mood for stories

Using realia to encourage story-making





Setting the mood for stories





VISC.



Cambridge Assessment
English



C2

C1

B2

B1

A2

A1

Pre A1

Cambridge English Qualifications

Pre A1 Starters

Flash cards

For exams from 2018

These activities are based on topics from
the Pre A1 Starters Word List Picture Book.



Cambridge Assessment
English



C2

C1

B2

B1

A2

A1

Pre A1

Cambridge English Qualifications

A1 Movers

Flash cards

For exams from 2018

These activities are based on topics from
the A1 Movers Word List Picture Book.



Cambridge Assessment
English



Cambridge English Qualifications

A2 Flyers

Flash cards

For exams from 2018

These activities are based on topics from
the A2 Flyers Word List Picture Book.



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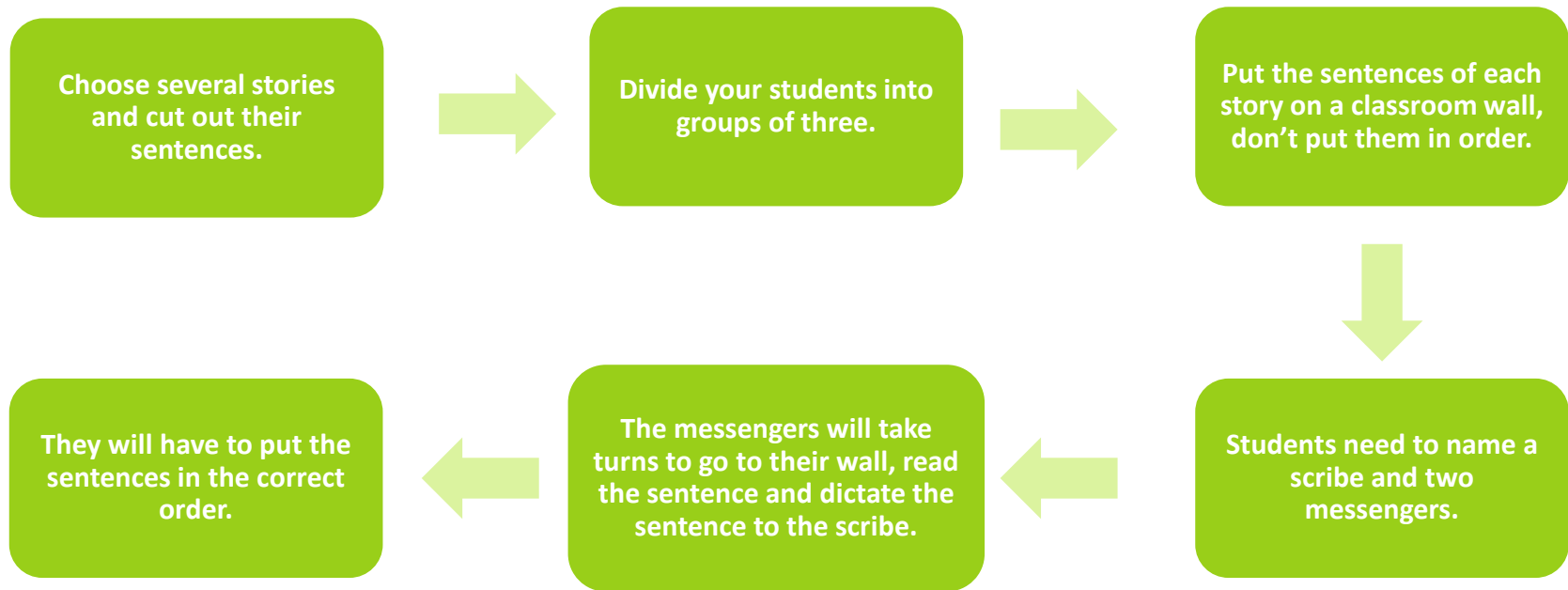
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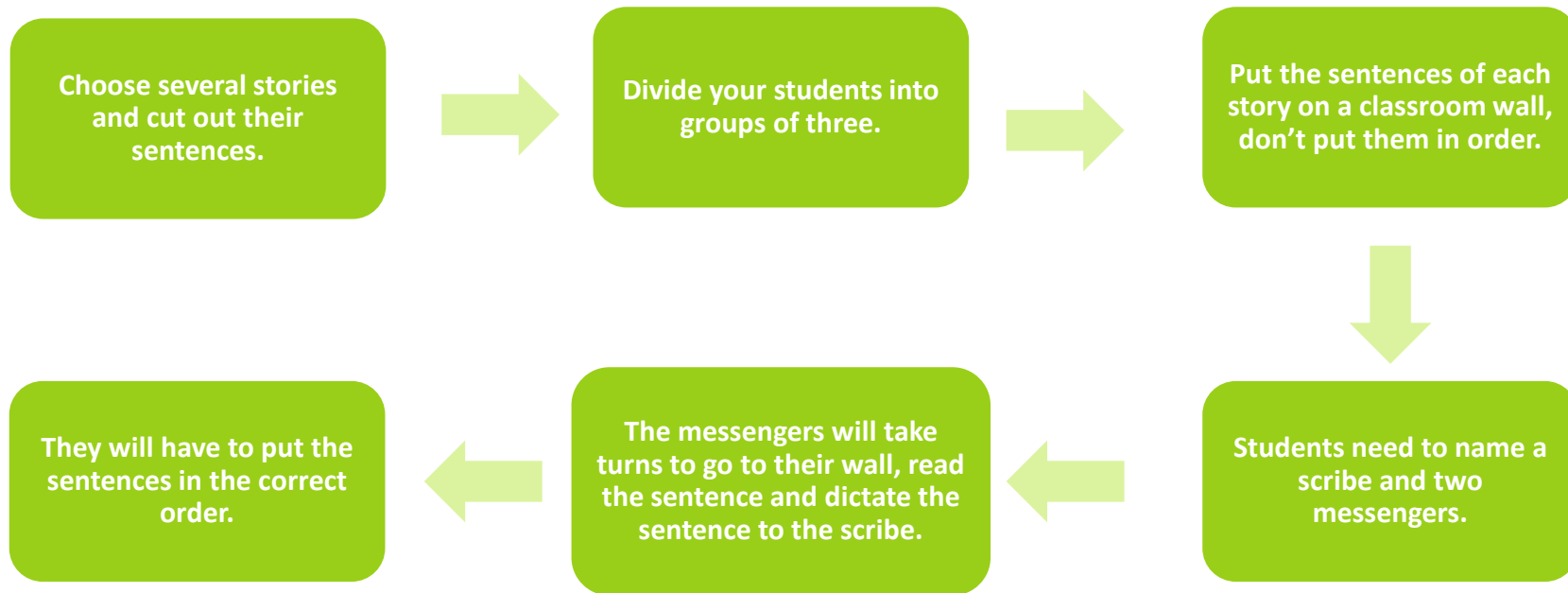


Exploiting stories





Exploiting stories





Exploiting stories

- Story delivery
- Story content/structure
- Story repetition





Exploiting stories

A good story ...

- ❖ needs a clear beginning, middle and end
- ❖ needs to include some kind of tension created through a basic conceptual contrast
- ❖ would benefit from repeated language patterns to encourage active engagement
- ❖ should engage the reader/listener emotionally
- ❖ should prompt curiosity about the characters and their situation: students will want to know what will happen to them, and what they will do.





Look at the three pictures. Write the story.

These things will help you:

- 1 Look at the pictures and think about the words that you know for the things you can see.
- 2 What colour are the things? Are they big or small?
- 3 Look at the things that are the same and the things that are different in the three pictures.
- 4 Choose names for the people.
- 5 Look at the people. How are they feeling in each picture?
- 6 Write longer sentences. Use words like because, but, and and when. Add time words like one day, first, then and later.
- 7 You can write the things that the people say.
- 8 At the end, check your spelling and your punctuation.



Look at the three pictures. Write about this story. Write 20 or more words.

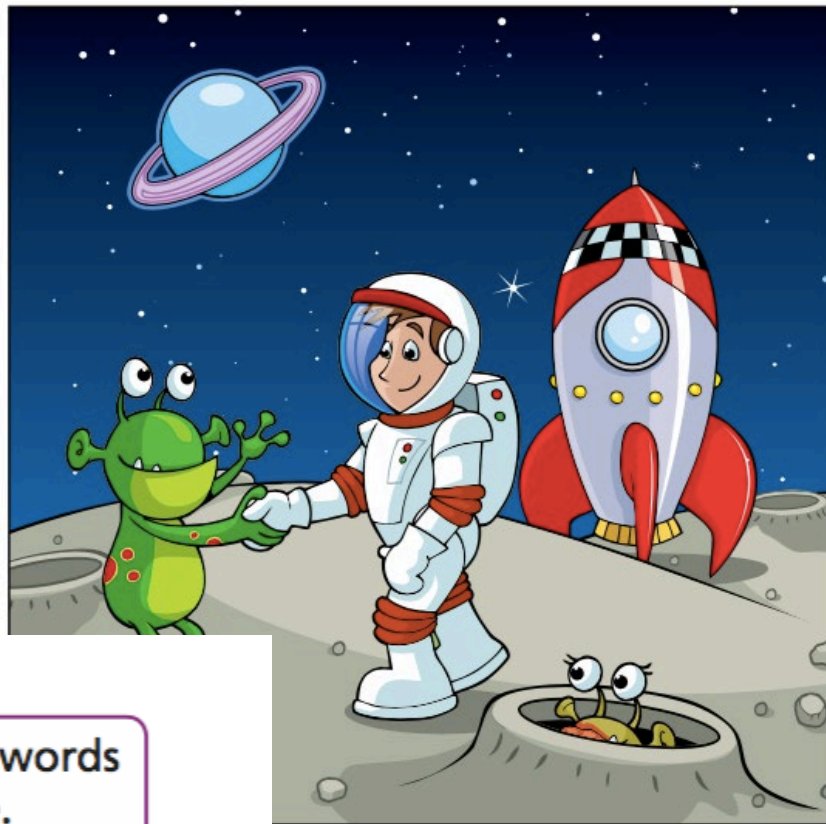


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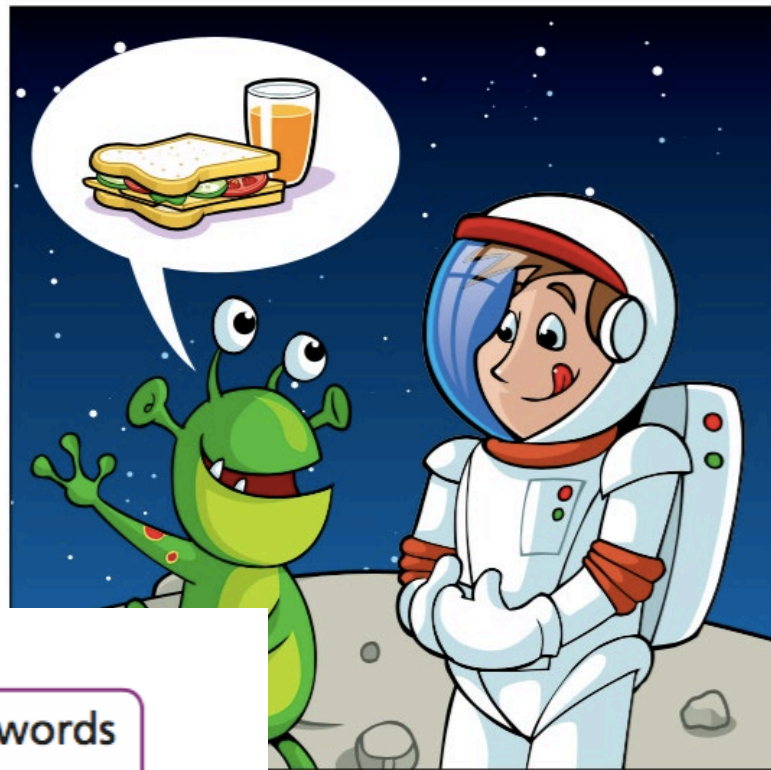
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Remember!

Take time to look at pictures and think of the words that you know for the things that you can see.





Remember!

Take time to look at pictures and think of the words that you know for the things that you can see.





Remember!

Take time to look at pictures and think of the words that you know for the things that you can see.





alien astronaut planet
spaceship meet
space friendly
chat





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ASSESSING MATHS AND ENGLISH



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aliens astronaut
home spaceship
sandwich juice
enjoy thank

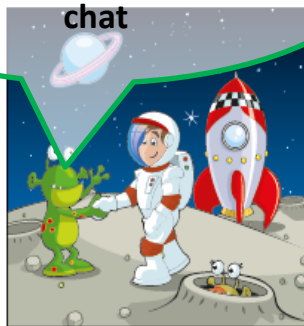




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Part 7

alien astronaut planet
spaceship meet
space friendly



alien astronaut
Invite
delicious sandwich
juice hungry
happy



aliens astronaut
home spaceship
sandwich juice
enjoy thank

Remember!

Check the things that are the same and the things that are different in the pictures in a picture story.



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***The astronaut is on a planet. He meets an alien. They chat.
The alien invites the astronaut to his home for a sandwich
and some juice. The astronaut thanks the aliens.***





The astronaut is on a planet. He meets an alien. They chat.

The alien invites the astronaut to his home for a sandwich and some juice. The astronaut thanks the aliens.





***The astronaut is on a planet. He meets an alien. They chat.
The alien invites the astronaut to his home for a sandwich
and some juice. The astronaut thanks the aliens.***

Remember!

A good story usually has names, places and other information





Frank the astronaut is on a planet called Zero. He meets Wifi, an alien. They chat. Wifi invites Frank to his home for a salad sandwich and some orange juice. Frank thanks the aliens.





Frank the astronaut is on a planet called Zero. He meets Wifi, an alien. They chat. Wifi invites Frank to his home for a salad sandwich and some orange juice. Frank thanks the aliens.

Write longer sentences. Use words like because, but, and and when. Add time words like one day, first, then and later.





When Frank the astronaut is on a planet called Zero, he meets Wifi, an alien. They chat. Later, Wifi invites Frank to his home for a salad sandwich and some orange juice. Frank thanks the aliens because the sandwich is delicious.





When Frank the astronaut is on a planet called Zero, he meets Wifi, an alien. They chat. Later, Wifi invites Frank to his home for a salad sandwich and some orange juice. Frank thanks the aliens because the sandwich is delicious.

Remember!

You can make your stories more interesting by adding the things people say and think.





When, Frank the astronaut is on a planet called Zero, he meets Wifi, an alien. “Hello, I’m Wifi”, says the alien. They chat. Later, Wifi invites Frank to his home. “Would you like a salad sandwich and some orange juice?” Frank thanks the aliens because the sandwich is delicious.





Reflection and self-assessment

1. This is easy.
2. This is a bit difficult.
3. This is the most difficult thing for me.
4. I should work more on...
 - a. new vocabulary
 - b. long sentences
 - c. choosing a title for the text
 - d. choosing the correct answer
 - e. paying attention
5. I am ok with...





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ASSESSING MATHS AND ENGLISH

Thank you!



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