

Teaching English in primary

Workbook

**Your reflective journal
and additional resources**



Foreword

Welcome to the workbook for Teaching English in primary. Thank you for downloading it to continue your professional development with TeachingEnglish training.

In this workbook, you'll find learning resources, reflection prompts and practical support to apply new ideas from Teaching English in primary. On this course, you'll discover how primary children learn and apply this understanding to your classroom practice. You'll also explore the role of assessment in the primary classroom and learn engaging, age-appropriate strategies for effective and engaging learner evaluation.

You can use this workbook to develop your skills at any time, whether you're enrolled on the course or not. This workbook supports learning with colleagues, connecting with educators online, or working independently.

We're looking forward to learning with you.

The TeachingEnglish training team

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What are TeachingEnglish training courses?

TeachingEnglish training courses for teachers offer self-study modules, live events, resources and discussions with over 90,000 teachers in our Courses for teachers Facebook community – and this self-study workbook. Get practical support and advice from course tutors and other teachers as you try out new ideas in your classroom.

Self-study modules

Each online course takes around 12 hours to complete and includes:

- an introductory Getting started module
- three core modules exploring a different aspect of teaching
- downloadable resource documents for each module, containing extra materials and links
- a certificate of achievement on successful completion of all modules.



You can revisit activities as many times as you like before the course ends. Find out more about our free self-study modules, what they cover, when they're available and how to enrol.

Courses for teachers community

Get the support you need to apply course ideas in your classroom in our supportive Facebook community. Learn with course tutors and other educators following our courses, access extra learning resources, join live events and participate in discussions.

Live events

Attend live events led by course tutors and expert educators, or watch the recordings in our Facebook group or YouTube. These sessions offer teaching ideas and a chance to ask questions and share your own insights.

Workbook

Use this workbook to record key course content, questions for the community, links to resources and ideas from extra materials or live events. You can save it online, print it or do both.

How can you develop your teaching knowledge and skills?

This workbook provides guidance and prompts to help you reflect on your teaching, identify useful changes, plan how to apply them and learn from the process. We hope you'll use this reflective cycle as part of your ongoing professional development.

Using this reflective cycle during your course will help you learn from experience and improve your teaching. It can deepen your learning by guiding you to apply new ideas, assess their impact and adjust your approach. Use it after lessons, when trying new strategies or when facing challenges. By making reflection a habit, you'll continue to grow as a practitioner and better support your learners.



Gibbs' Reflective Cycle

Use the following questions to guide you through the reflective cycle as you apply your learning from the course.

Description	What did I expect to happen? What actually happened? What was the result?	Description
Feeling	How did I feel before, during and after? How did my learners feel about what happened?	Feeling
Evaluation	What went well and what didn't? How do I know what worked or didn't work?	Evaluation
Analysis	Why did things turn out this way? What could help me understand the situation better?	Analysis
Conclusion	What did I learn? What could I have done differently? What skills or knowledge do I need to improve?	Conclusion
Action plan	What will I do next time? What support or resources will I need? When will I take action?	Action plan

Module one: Understanding how primary children learn

Overview

The aim of this module is to explore theories of learning and relate them to the characteristics of children and the stages of their development. You will describe how children learn, discuss the characteristics of children and the implications for primary classroom practice as well as describe strategies to keep your primary classes learner-centred.

Can you now ...?

- describe how children learn?
- discuss how children learn languages and the implications for primary teachers?
- distinguish between extrinsic and intrinsic motivation?
- recognise the stages of children's development?
- describe strategies to keep your primary classes learner-centred?

Show how confident you feel now about describing how children learn by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider how children learn and what that means for teachers. What happens where you teach? How does that affect you and your learners?

What would you like to happen? What teaching strategies work best in your context?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
4	Watch	Video: Teaching tips: Using flashcards in the classroom
5	Read	Article: Wall dictionary
5	Use	Activity (20 mins): Right or wrong? Right or left?
5	Use	Activities (15 mins): Working in pairs and groups
5	Use	Activities (20 mins): Vocabulary box
5	Use	Activities (30 mins): Games from around the world
10	Read	Article: Word building
10	Read	Article: English clubs and corners
10	Read	Article: Activities incorporating different senses
10	Read	Article: Motivating speaking activities
10	Use	Activity (20 mins): Drawing dictations
10	Use	Activities (30 mins): Drawing and colouring in primary
30	Watch	Webinar: How is teaching English to young learners evolving?
60	Watch	Webinar: The impact of children playing online games in English
60	Watch	Webinar: Understanding how learners learn

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you develop and apply your understanding of how children learn.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module two: Understanding thinking skills for primary

Overview

The aim of this module is to help you support learners in developing cognitively and learning effectively. You will explain the meanings of 'concept' and 'cognitive development', select questions that promote deeper thinking skills as well as describe how to extend and scaffold classroom tasks that develop thinking skills.

Can you now ...?

- explain the meanings of 'concept' and 'cognitive development'?
- identify common concepts and cognitive skills?
- select questions that promote deeper thinking skills?
- recognise the links between concepts and cognitive skills, and activity types found in primary resources and coursebooks?
- describe how to extend and scaffold classroom tasks to develop thinking skills?

Show how confident you feel now about developing thinking skills in the primary classroom by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider thinking skills in the primary classroom. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can you develop your learners' thinking skills? What skills or knowledge might you need?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
5	Watch	Video: How can school trips support language learning
10	Use	Activity (30 mins): Mastermind
10	Use	Activity (15 mins): Mystery objects
10	Use	Activity (15 mins): Concentration
10	Use	Activity (30 mins): The moon and the stars
10	Use	Lesson (60 mins): Christmas tree
10	Use	Activity (20 mins): Desert island escape
10	Watch	Video: How to ask questions that get learners thinking
15	Use	Lesson plan (90 mins): Future learning
50	Watch	Webinar: How to use project-based learning with primaries
60	Watch	Webinar: Bringing stories to life for your primary learners
60	Watch	Webinar: Learning through picturebook video read-alouds
10	Read	Article: Project-based learning for very young learners
10	Read	Article: A critical thinking framework for primary learners
40	Watch	Talk: Teaching young learners to think

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may help you develop primary learners' thinking skills.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module three: Understanding assessment for learning for primary

Overview

The aim of this module is to explore what's meant by assessment for learning. You will distinguish between different types of assessment, explain the benefits of informal assessment as well as relate knowledge of informal assessment to your teaching context.

Can you now ...?

- distinguish between different types of assessment?
- explain the benefits of informal assessment?
- introduce self- and peer assessment in your lessons?
- collect evidence of learners' progress?
- relate what you know about informal assessment to your teaching context?

Show how confident you feel now about supporting primary learners with assessment for learning by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider assessment for learning . What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can you help your primary learners benefit from assessment for learning?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
1	Watch	Video: Strategy for scaffolding peer feedback
6	Watch	Video: Differentiation and formative assessment in primary
10	Read	Article: Getting student feedback
10	Read	Article: Assessment for learning
10	Read	Article: Self-assessment in middle school
10	Read	Article: Using exit tickets effectively
10	Read	Article: Make learning progress visible
20	Use	Activities (5-30 mins): Assessment for learning activities
45	Read	Toolkit: Assessment for learning
45	Read	Toolkit: Assessing young learners
60	Watch	Webinar: Primary assessment for learning activities
60	Watch	Webinar: Developing scoring rubrics
60	Watch	Webinar: Assessment for learning in the CLIL classroom

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note teaching ideas that may help you introduce assessment for learning in your primary classroom.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

What are you going to change?

Now plan to change your teaching. Starting with a SMART goal will help you make the change and better understand the impact it makes.

A SMART goal is:

- **Specific** (What exactly do you want to achieve?)
- **Measurable** (How will you know if it happened and the difference it made?)
- **Achievable** (Is it challenging but possible?)
- **Relevant** (Does it help you and your learners?)
- **Timebound** (When will you do it?)

Look back through this workbook and think about your learners. Choose one thing you'd like to be different about your teaching or classroom experience. Write it as a SMART goal.

Something I'd like to be different in my classroom or teaching is ...

A change I can make that will help achieve that is ...

I will need ...

Some challenges might be ...

To solve those challenges, I could ...

What have you learned from making a change?

Make the change you planned in the last section, then reflect upon it. Sharing your answers to the following questions will guide you through the reflective cycle on page four.

The change I made was ... When I made the change, my learners ...

After making the change, I felt ... My learners felt ...

Some good/bad things about the change were ... I know this because ...

I think things happened this way because ...

The main things I learned from making this change to my teaching are ...







In future I will ... I will develop the skills and knowledge I need by ...

What can you do next?

Well done, you've made it to the end of the course! We hope you've found it useful and you'll join us on another very soon.

By completing this workbook, you've also followed a reflective cycle (page four) – congratulations! You can use the reflective questions on page 12 to help you to reflect on and learn from other changes you make in your classroom. We hope you will continue to do this and share your experiences, insights and questions with other teachers in your school or community of practice (for example our Courses for teachers community).

Do you have any questions about the course contents? Share them with our Courses for teachers community and get advice and feedback from our tutors and 90,000+ members. You can also:

-  Join another free TeachingEnglish training course.
-  Connect with course tutors and 90,000+ teachers around the world in our Courses for teachers community on Facebook.
-  Explore our framework for teacher knowledge and skills for inspiration, support and materials.
-  Access TeachingEnglish webinars for teachers and teacher educators.
-  Listen to TeachingEnglish podcasts for teachers.
-  Find out what else is happening on TeachingEnglish.