

CAMBRIDGE PRIMARY English

Teacher's Resource

3

Gill Budgell and Kate Ruttle



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-1-107-62802-1 – Cambridge Primary English Stage 3
Gill Budgell and Kate Ruttle
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in Poland by Opolgraf

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-62802-1 Paperback with CD-ROM

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.

Cover artwork: Bill Bolton

Learning objectives from the Cambridge Primary English 0844 curriculum framework, for use from 2011, are reproduced by permission of Cambridge International Examinations.

.....

NOTICE TO TEACHERS

The photocopy masters in this publication may be photocopied or distributed electronically free of charge for classroom use within the school or institution that purchased the publication. Worksheets and copies of them remain in the copyright of Cambridge University Press, and such copies may not be distributed or used in any way outside the purchasing institution.

Contents

Introduction	4
Stage 3 Curriculum correlation chart	8
Unit 1 Ordinary days	12
Unit 2 Let's have a party!	27
Unit 3 See, hear, feel, enjoy	42
Unit 4 Fiery beginnings	50
Unit 5 Letters	65
Unit 6 Poems from around the world	79
Unit 7 Dragons and pirates	87
Unit 8 Wonderful world	101
Unit 9 Laughing allowed	114
Photocopy masters (PCMs)	122
Spelling lists	162
Spelling activity answers	165

The Cambridge Primary English series

The *Cambridge Primary English* series is a six-level, First Language English course, covering and following the Cambridge Primary English curriculum framework from Cambridge International Examinations. The *Cambridge Primary English* course is intended to lead into the Cambridge Secondary 1 curriculum by giving learners the skills and knowledge to confidently access the secondary curriculum. The full series consists of a suite of *Learner's Books*, *Teacher's Resources* (Book and CD-ROM) and write-in *Activity Books* for each of the six levels. Although the series is designed to be used as a suite, the *Learner's Book* provides independent and coherent coverage of the curriculum framework. The *Activity Book* is not core, but recommended as consolidation, extension or for homework.

Learner's Books

The Stage 3 *Learner's Book* is the third of six in the *Cambridge Primary English* series.

Each *Learner's Book* contains nine units; two long units and one shorter unit per ten-week term. Each long unit of 12 sessions has been designed to be delivered over four weeks, with three lessons per week. The shorter units of six sessions are intended to be delivered over two weeks. The second half of the final session in each unit is a review of the learning covered. The units are in groups of three (1–3, 4–6, 7–9) and the units in each group may be taught in any order with progression being built in per term rather than unit-by-unit to add flexibility to the programme and to allow for more cross-curricular matching.

Main units

In Stage 3, each unit contains a range of text types and genres included as whole texts or extracts around a unifying theme. The texts have been carefully selected to include an appropriate balance of fiction, non-fiction, poetry and plays, as well as to reflect the interests and diverse cultural backgrounds of the learners.

Each lesson contains a selection of activities aimed at enabling the learners to acquire specific knowledge or skills across a wide range of text opportunities. Lessons incorporate both whole-class teaching led by the teacher and small group, pair or individual work so that children can practise and apply their learning. Comprehension activities are pivotal to each unit and may be oral, aural and/or involve reading and writing. Scaffolding and modelling learning for the learners plays an important part in the teaching and learning sequence of each unit and leads the learner towards increasing independence. Frequently, learners are invited to 'innovate' on a text to support and develop their confidence to create. There is the opportunity to begin to develop self-assessment at the end of each unit using a simple 'smiley face' system.

The course aims for an approach that encourages children to actively explore, investigate, understand,

use and develop their knowledge of English and in particular their reading, writing, listening and speaking skills through the use of regular, guided group and paired work, independent group work and individual work. Discussion with a talk partner or in a small group forms an important part of the course, helping learners become more articulate and confident in expressing their opinions; it is also an important part of embedding process and discovering that others do not always take the same approach or share opinions.

Each unit provides an opportunity for progression through speaking and listening which includes specific vocabulary development, reading as a reader, reading as a writer, talk for writing and writing so that learners can experience the journey to becoming literate, with the emphasis shifting from *learning to read* towards *reading to learn*. The texts and extracts selected for the course serve as language stimuli and springboards for teaching and learning grammar and punctuation, phonics, spelling and the development of listening, speaking, reading and writing skills. However, texts should always be supplemented with a broad range of other texts and especially local literature and non-fiction texts local to your region to add depth and context to the range of skills learners encounter through the *Learner's Book*. Online texts and multimodal texts (film, animation, e-book, audio book, etc.) should also be actively included to ensure that learners are exposed to a rich and engaging diet of words and pictures to support their language learning.

Spelling

The *Learner's Book* contains three spelling spreads at the back of the book. These spelling spreads contain specific spelling rules and activities linked to the units across the three terms to be used at the teacher's discretion. Some spelling activities may also appear in the units and the *Teacher's Resource* notes will also indicate spelling opportunities (signposted with a spelling icon in the *Learner's Book*). Ideally, at least one formal spelling session per week should be planned using either the spelling spreads or the spelling lists in the *Teacher's Resource* that are provided for reinforcement of common spelling patterns and letter strings.

Vocabulary development is closely linked to spelling but a spelling programme does not on its own guarantee vocabulary development. Each unit therefore introduces a set of words which will be used during the unit and would therefore be useful for the pupils to learn.

Features

Most units contains specific language input in the form of **Language focus** boxes to support teacher-led instruction emanating from text-based examples. They are reminders for the learners too. The language input is progressive and covers the curriculum framework over the year.

The **Tip** box provides handy tips and reminders to guide learners and to ask questions that challenge their thinking and interest.

The **Why not?** feature flags creative curriculum opportunities that are linked to the unit theme and may be valuable to pursue.



The **Duck mascot** provides reminders and gives examples for learners to follow.

Icons indicate when an activity involves discussion, writing, reading or active work. While the icons are indicators of the mode of work envisaged, it is always at the teacher's discretion to approach the activity from a different perspective especially when implementing a differentiation strategy in the classroom.

- talk with a partner or a group
- do some reading
- do some writing
- active work, such as games, role play and drama
- do a spelling activity (from spelling spreads)

At the end of the *Learner's Book*, you will find a 'Toolkit'; a series of reference resources for use by the learners. These include a range of reference and learning tools such as words lists and pictures to recall and review the learning in the stage. These resources can be used throughout the programme and can be referenced by the teacher or the learners where appropriate.

Activity Books

The *Activity Book* accompanying each *Learner's Book* includes supplementary and extension material mirroring and based on the content of each session within the *Learner's Book* so as to support:

- the independent learning part of the teaching
- the 'practise and apply' parts of some sessions
- some personalisation activities
- reinforcement of concepts introduced in the *Learner's Book*
- space for quiet focused work.

The *Activity Book* content is not tied page-by-page to the *Learner's Book* content, rather it follows the *Learner's Book* unit-by-unit, so that each unit follows the same unifying theme. At times, the *Activity Books* include smaller extracts of texts included in the *Learner's Book* if useful to repeat in the *Activity Book*. The *Activity Books* aim to cater for learners with a wide range of learning styles, which means they include a wide range of activities from somewhat mechanical (drill can still be an important learning tool for reinforcement and modelling) to more open and creative, allowing for personalisation and differentiation.

The *Activity Books* are designed to be flexible and should be used however suits the teacher and the class the best. In some cases it may be appropriate to use the *Activity Books* as class homework tasks or to allow certain learners to reinforce concepts at their own

pace. Similarly a number of the activities can be used to extend learners, allowing them more freedom of expression and creative space and to provide extension where the different pace of learners needs to be catered for.

The answer to activities, where appropriate, are provided per unit following the notes on *Learner's Book* activities within the *Teacher's Resource*.

Teacher's Resource

The teachers' guidance notes in the *Teacher's Resource* follow the pattern of the *Learner's Book*, providing support for the teacher across each of the nine units. The notes cover material for three lessons per week (30–45 minutes per lesson) based on the *Learner's Book* content and include answers where appropriate.

The unit-by-unit notes list what the teacher will need at the beginning of each session together with the primary learning intentions and outcomes for the session. Thereafter, it provides background and suggestions for how to approach the activities in the *Learner's Book* and, when necessary, includes supplemental information and structuring. Each session assumes a mix of whole-class teaching followed by group work (guided or independent) as well as a healthy mix of pair and/or individual work, following the review, teach, practise, apply cycle. The *Teacher's Resource* provides opportunities and suggests strategies for differentiated learning throughout as well as opportunities for informal assessment.

A summary of the curriculum framework coverage is provided in the grid on pages 8–11. It shows comprehensive coverage of all elements of the Cambridge Primary English curriculum framework: phonics, spelling and vocabulary, grammar and punctuation, reading, writing and speaking and listening through specific activities. Opportunities for informal assessment are suggested throughout the *Teacher's Resource*.

Additional activities for each unit are provided in the form of photocopy masters (PCMs). The PCMs provide opportunities for consolidation, extension or differentiation for certain of the activities in the *Learner's Book*. The optimum time to use the PCMs is clearly flagged in the *Teacher's Resource*, unit by unit. Some PCMs are 'generic' and can be used with any unit. The table accompanying the PCMs clarifies which are generic and which are specific to particular units.

The CD-ROM in the back of the *Teacher's Resource* includes PDFs of the *Teacher's Resource* content for printing and reference.

Teaching phonics, spelling and vocabulary

Spelling and vocabulary is an integrated part of an English programme. A teacher who is disciplined about focusing on spelling at the right moment and in the right

context is well on the way to having better spellers with an increased vocabulary.

As mentioned, pages 127–133 of the *Learner's Book* feature three spelling spreads, one for every three units, providing a selection of rules and spelling activities linked to the units. The spreads are placed at the back of the book to give the teacher flexibility on when and how to do specific spelling teaching and practice – whether as a class activity or as differentiated work opportunity. In addition, the unit by unit notes include suggestions for when and how to approach specific spelling and word knowledge activities, providing the opportunity to work with the words and rules in context. The activities aim to reinforce a particular spelling rule or pattern and address some of the basic reasons why learners struggle to spell:

- the language itself being confusing – *quay* sounding like *key*; *present* being a noun or a verb
- pronunciation – sounding the words incorrectly
- confusing words that look similar – weak visual perception
- not being aware of root words or how to break down syllables and parts of words.

By actively focusing the learners' attention on activities and useful rules in the context of the lesson, this course aims to improve the average spelling age in your classroom. A spelling programme should take into account the following:

- Acquiring a new word is a process: the word is recognised, spelling is learnt, meaning and use are understood, the word is used in context.
- A learner's ability to spell grows through practice and analysis. Working with words and working out how and why letters are placed together, helps learners understand, internalise and apply the rules to other words and in other contexts.
- A learner's ability to spell requires them to recognise the sounds that make up a word and translate them into the written form. Spelling progresses when there is an understanding of the association between the sounds and the symbols. By Stage 4, 'sight' words (words acquired by sight and not by rules, e.g. the Dolch sight list) should have been acquired, although frequent reminders and displays are still valuable.

Although the spelling spreads are designed primarily to be teacher-mediated, there is no reason why learners should not be encouraged to refer to them independently if they feel the need to do so and know where to find the spelling support they want.

Spelling lists

The spelling lists on pages 162–164 of this *Teacher's Resource* are a supplement to the spelling spreads at the back of the *Learner's Book*. Notes on how to use the spelling lists are also provided on page 162.

Teaching spelling in the classroom

Many approaches to how spelling should be taught in the classroom have been developed and continue to be developed. It is difficult to be too rigid about this; much depends on teacher commitment and the emphasis on spelling in the school as a whole. It is also dependent on the level of the class and how many children are operating with English as their first language or as the primary language spoken in the home.

Ideally, spelling should be addressed on a daily basis and in the context of the lesson. Embedded throughout the notes are **Spelling links**; these are intended to suggest opportunities at which the indicated spelling areas can be looked at in greater detail. Spelling link opportunities are also signposted with an icon in the *Learner's Book* units. A time should be set aside regularly for specific spelling activities, e.g. to focus on a word, analyse it, group it with other words with the same spelling pattern and then add it to a spelling dictionary or index book. None of this need take up a lot of time but it does require a teacher to be constantly on the look-out for opportunities to look at spelling.

If possible, a formal spelling lesson should take place once a week where rules are taught and learners are given a chance to practise the rule and use it. The formal lesson should focus on a specific sound or rule the teacher feels is relevant to the class and the context.

A suggested spelling session format

- **SAY the word and SEE the word.** Introduce words both orally and visually so the learners see each word and hear the sound simultaneously to develop auditory perception. Use flash cards, words appearing on a screen or written on the board.
- **PLAY with the word.** Learners write it in the air or on their desk with a finger, mime it to a partner, write it on a slate or paper and hold it up, do visual memory activities with a partner: look at a word, close eyes and spell it. These activities provide immediate feedback and develop visual memory. Clap the sounds to demonstrate how the word is broken into syllables. Let learners find their own associations to help them remember words e.g. *ear* in *hear* or *ache* in *headache*.
- **ANALYSE the word.** Spelling rules can be helpful here to explain how words are built up, why letters move, how sounds change from one word to another and how patterns fit into words.
- **USE the word – make up sentence.** Activities are provided in the *Learner's Book* but you can add to these by playing spelling games. Younger learners enjoy spelling *Snap* or *Bingo*; older learners might enjoy a spelling challenge/ladder or a competition that involves winners.
- **LEARN the word.** Learners commit the word to memory while writing it out in a word book or personal spelling notebook. Tests or assessments need not be repetitive weekly activities but learners do need incentive to internalise the spelling of words and to see they are making progress.

Practical ideas for the classroom

Words and spellings need to be highlighted and enriched at every opportunity in the classroom.

- Encourage personal word books or cards: include words covered in spelling sessions and ones learners look up in the dictionary. At the back, suggest learners develop a bank of words they would like to use (especially powerful, descriptive or unusual words). Word meanings can also be included. Some learners may benefit by using colours or underlining/highlighting to identify tricky bits or root words.
- Have a classroom display of aspirational words or themed words around a topic (any learning area).
- Have plenty of large spelling resources – dictionaries, thesauruses, etc.
- Set up spelling buddies as a first line of check if a dictionary or thesaurus does not help.
- Play word games such as word dominoes or phonic pairs on a set of cards as a memory game.
- Highlight and discuss word origins and have a merit system for anyone with interesting words or word information to share.
- Display lists of words with similar sounds or letter patterns (either at the start, middle or end) – write the words large in the handwriting taught at the school (joined up if appropriate) to stimulate visual and kinaesthetic knowledge.
- Have an interactive word list of interesting words, or words that match a spelling rule or word pattern being focused on. Add to it whenever anyone comes across a relevant word.
- Consider an alphabet of vowel sounds and consonant sounds as a display or frieze around the walls.
- If handwriting lessons are timetabled, add word patterns and sounds into those sessions.
- Research free web resources to create your own crosswords and word searches linked to vocabulary in themes and spelling rules you are working on.

Spelling may be a challenge but it does not have to be dull. Spelling can be fun if you make it that way!

Teaching grammar/punctuation and handwriting

Grammar and punctuation teaching and learning is integrated into the programme being clearly flagged as opportunities arising from texts and activities. Informal assessment opportunities are also cited within the *Teacher's Resource*.

- Have an interactive word list of interesting words, or words that match a phonic rule being focused on. Add to it whenever anyone comes across a relevant word.
- Together build classroom displays that are interactive, useful and organic – not just pretty! Create banks of aspirational words or themed words around a topic (any learning area).
- Systematically include common words that don't always follow the most obvious phonic rules. These are sometimes referred to as high-frequency and tricky words.
- If handwriting lessons are timetabled, add letter, sound and word practice into those sessions.
- Research free web resources to create your own games and activities linked to vocabulary in themes and phonic rules you are working on.

This series encourages best practice in handwriting but does not teach it explicitly. We recommend using the *Cambridge Penpals for Handwriting* series alongside *Cambridge Primary English*.

We hope you enjoy teaching the course and that it will help your learners to feel confident about responding to and using English in a variety of ways.