

Welcome to *Pippa and Pop*

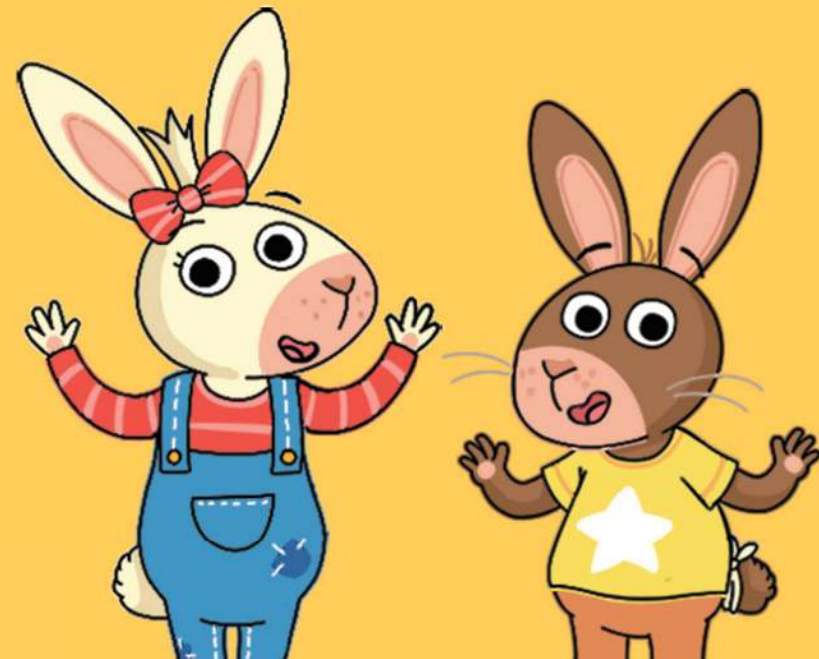
A world of stories and play

Pippa and Pop is a three-level English language course that takes young learners into a marvellous, miniature world, kindles their curiosity and imagination, and inspires a love of stories. The course centres on a family who live above a bookshop and two toy rabbits, Pippa and Pop, who come alive in a little girl's imagination, captivating learners with immersive stories.

Our research has led us to focus on three areas essential for the development of very young learners: **Early literacy**, **Learning through play** and **Learning to Learn**.

- **Early literacy** is encouraged through stories in every unit accompanied by literacy tips, a systematic and phonological methodology for teaching letters and a gradual, supportive introduction to writing development.
- **Learning through play** develops critical and creative thinking, communication and collaboration skills and encourages learners to be confident and autonomous.
- **Learning to Learn** activities, informed by the Cambridge Life Competencies Framework, help learners develop the learning skills they will need to become confident in all subjects and become independent learners.

The course takes a playful approach and prepares pre-school children for Primary by building their confidence, instilling an enjoyment of learning and helping them discover the world around them. It covers the language required for the Cambridge English Pre A1 Starters test. Combined with a gradual introduction to numeracy, letters and sounds, projects, cross-curricular lessons and values, *Pippa and Pop* is the perfect start to learning English and to the child's journey through school.



For pupils:

- Pupil's Book with Digital Pack
- Activity Book



For teachers:

- Teacher's Book

Teacher's Digital Pack:

- Class audio and songs
- Presentation Plus, including:
 - Videos
 - Interactive routine boards
 - Interactive practice activities
 - Games
 - Answer keys
 - Digital Big Book
 - Digital flashcards
 - Phonics activities

BOOKSHOP



Early literacy development

What is early literacy?

'Early literacy' describes the development of skills and cognitive tools in young children that prepare them to learn to read and write. Fostering a joy in stories, songs and rhymes, teaching young children that words are all around us and making them aware of sound-spelling relationships, enables them to learn to read more easily.

How can we teach early literacy?

The English language classroom should be a place where learners hear as much authentic language as possible and encounter the patterns of the language in stories, songs and rhymes.

Even before they start to read, children can learn about how reading works by playing with books. Plenty of picture books and simple English story books should be available for children to play with. Children can turn the pages, move their fingers across the page, refer to pictures to support meaning and begin to tell the story themselves. Playing at writing by making marks on paper, in sand or 'drawing' letters in the air, all help prepare children to start writing.



Reading in class should be a shared experience. Reading together with the *Pippa and Pop* digital **Big Book** allows the children to really engage with the stories.

By interacting with stories, children develop essential oral language skills and learn to concentrate, follow a plot and ask questions.

Early literacy skills can be assessed in a natural way by retelling a story with deliberate mistakes or gaps for children to correct or fill in. Children can respond by drawing, making models or using physical movement to show their understanding.

Literacy-based play sessions help children learn to express themselves. Stories can be retold over several sessions so children can join in and use props to rehearse and act out sections of the story.

¹Papp, S. (2020). *Phonics and Literacy instruction for young learners in EFL*. Part of the Cambridge papers in ELT series. [pdf] Cambridge: Cambridge University Press

Early literacy development in *Pippa and Pop*

Early literacy in *Pippa and Pop* is informed by the latest research¹, which has shaped the course in the following ways:

- **Stories in every unit** of the Pupil's Book are an authentic way to expose learners to plenty of target language and engage them with the meaning of words.

- **Literacy tips** in each literacy lesson in the Teacher's Book provide guidance on how to use the story to develop early literacy skills.

Literacy development tip

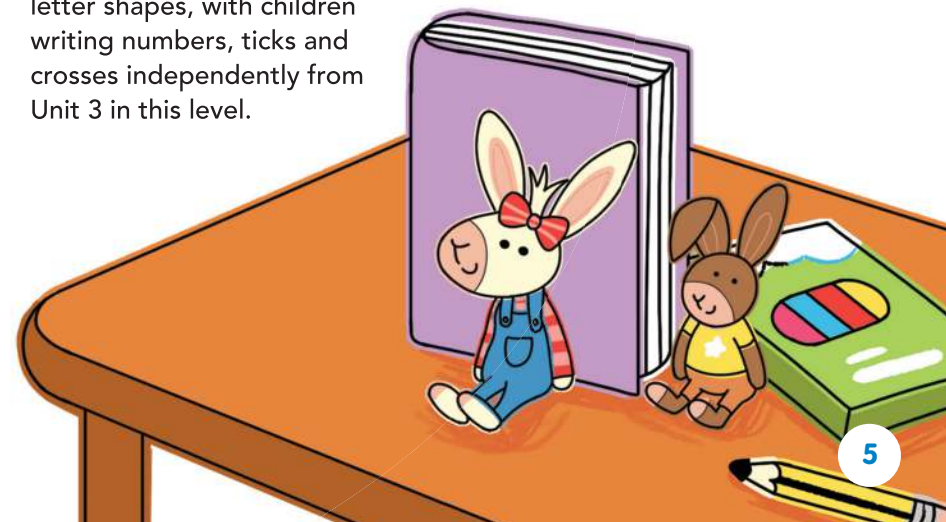
In this story, the characters' personalities are shown through what they say or do, e.g. Ben says the city is very loud, and also through what the writer says about them, e.g. Bill is a big-city cat. Help the children focus on this to understand what characters are like.

- **Additional activities** in the Teacher's Book promote early literacy skills. Look for this icon:



- **Letters are taught systematically and phonologically**, rather than in alphabetical order. Children start by reviewing some of the consonant sounds they learnt in Level 2, then focus on recognising and forming consonant and vowel digraphs in Level 3.

- **A gradual approach to writing** begins with activities to promote pencil control and familiarise children with writing from left to right, then moves on to tracing letter shapes, with children writing numbers, ticks and crosses independently from Unit 3 in this level.



Learning through play

The importance of play

When pre-school children play they are completely absorbed in what they are doing. Whilst playing, they begin to find out how to interact with classmates, follow rules and express themselves. Children are best able to learn when their attention is fully captured, which often happens when they play.¹

'Guided play', scaffolded by the teacher, is extremely beneficial in the English language classroom. The teacher prepares the environment and materials, and children have choices and flexibility in how they take part. The teacher monitors and supports children with ideas, development of thoughts and positive reinforcement. 'Child-led' play, where children can be left to choose their own toys or games, can also be effective.

Using different types of play helps children to develop a range of life skills.

Creative thinking skills develop when children draw, model, paint, or use their imagination to think of new ideas.

Critical thinking skills develop in play when children consider the perspectives of other people, play with numbers or solve problems.

Learning to Learn skills develop when children follow the rules of a game and pay attention to what's happening.

Communication skills develop when children engage in verbal play, e.g. with rhymes, chants or stories involving repetition.

Collaboration skills develop when children play together with others and share ideas.

How can the teacher support successful learning through play?

- By using as much English as possible in teacher-directed games, until this language becomes a routine part of play.
- By encouraging children to make choices about play, e.g. through bringing toys to class and using play to revise and expand vocabulary.
- By monitoring play and suggesting ideas or words without leading directly.
- By allowing children to control play, for example they can take turns as 'leader' and adapt the game.
- By varying interaction, and encouraging children to play in groups or pairs once they are familiar with a whole-class game.
- By creating a dedicated English play area in the classroom with a 'word wall', Flo the puppet in her house (see page 8) surrounded by English story books and a display of arts and crafts children have made.
- By communicating with parents / carers about how play can help learning.

Play in Pippa and Pop

The teaching notes for *Pippa and Pop* include games and suggested guided play sessions.

There are special *Learning through play* activities in each unit, which include rhymes and chants, role-playing, traditional games and painting, drawing and modelling. Some activities are child-led, enabling children to choose their own toys or games.



Learning through play - at the wildlife park



- The children take out their toy animals. Divide the class into two groups and assign an area in the classroom to each group. Explain they should create a wildlife park with their toy animals.
- Once they are ready, the children all become the park keepers. Groups take turns to go to the other group's park and the keepers talk about their animals, e.g. *There are two tigers.*

¹Paes, T. and Eberhart, J. (2019) *Developing life skills through play*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

Learning to Learn

The Cambridge Life Competencies Framework supports teachers in using the language classroom to help students of all ages to develop key skills that go beyond learning an additional language. These skills are crucial to their future educational development.

The Materials box in the Teacher's Book highlights which tasks in the Activity Book are informed by the Cambridge Life Competencies Framework. Look for this icon:



Learning to Learn

The Cambridge Life Competencies Framework informs the Learning to Learn strand of *Pippa and Pop*. Relevant activities are highlighted clearly in the Teacher's Book with this icon:



Learning to Learn skills include being able to focus on a task, keeping motivated, being aware of and working towards learning goals and reflecting on learning. These learning skills help students succeed in all subjects and are key to their becoming independent learners.

Learning to Learn in the Pre-primary classroom

Classroom routines play a vital role in helping young children develop Learning to Learn skills. Routines can be used:

- for starting a class, such as doing a chant;
- for carrying out activities, for example, electing learners to be in charge of handing out learning tools;
- for transitioning between activities by using certain cues.

To begin reflecting on their learning, children need clear goals and to understand how to achieve those goals. At this early stage, using a variety of 'visible' assessment, feedback and reflection techniques is most effective.¹

Children can:

- draw pictures to show what they have learnt;
- take part in movement activities, such as miming a story;
- give physical signals, such as 'thumbs up / down' to show how they feel;
- point to signs in the classroom (e.g. a happy, neutral or sad face) or hold up cards (e.g. red, amber or green, like traffic lights) to show how they feel about their progress.

¹Boyd, E. (2020). *Assessment for Young Learners in the English Language Classroom*. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press

Teachers can:

- use visual prompts, such as wall displays, to encourage children to reflect on previous work;
- use a prop or toy to ask children reflection questions (in the children's first language if necessary) such as:

- What did you learn?
- How do you feel about what you did?
- How well did you do?
- What should you do next?

Learning to Learn in *Pippa and Pop*

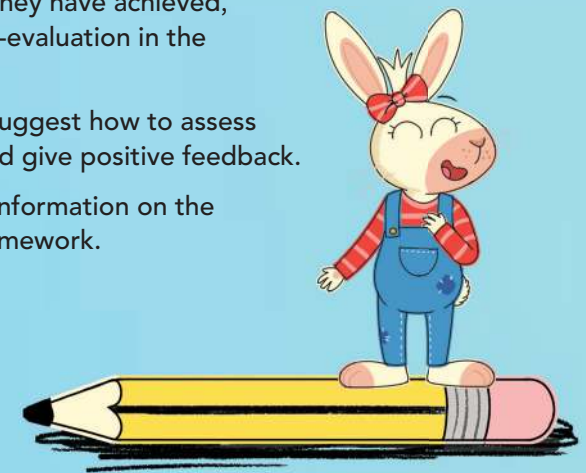
Pippa and Pop lays the foundations for self-reflection, so children can apply this skill during their whole school career, and eventually become independent learners.

Learning to Learn activities in *Pippa and Pop* are highlighted in the teaching notes. These include:

- teachers presenting the unit aims **at the beginning of the unit**, using pre-made objective picture cards to represent vocabulary and language, the story, sounds and letters, the cross-curricular topic and numbers;
- children carrying out self-evaluation **in the middle of the unit** to find out whether they understand the vocabulary, recognise where they need more practice, and develop the confidence to ask for help;
- teachers revisiting the unit objectives **at the end of the unit** to help children recognise what they have achieved, and supporting children with self-evaluation in the Activity Book.

Finishing the class activities also suggest how to assess learning, prompt self-reflection, and give positive feedback.

Visit cambridge.org/clcf for more information on the Cambridge Life Competencies Framework.



Effective learning with *Pippa and Pop*

Routines. For learning to be effective, children need to feel safe and comfortable in familiar settings. Establishing clear routines for English class is vital at the beginning of the course. Routines for starting and finishing lessons are described on pages 16–17 of this Teacher's Book, and routines boards are available on Presentation Plus.



Allow children to be active and hands-on. Children learn by doing, so need to be active and involved. Tasks that require concentration should be short, and interspersed with opportunities for learners to explore and express themselves. Flashcards and many of the games and songs in *Pippa and Pop* require physical responses, and dressing up, role-play and 'making' activities can add an enjoyable physical dimension to English learning.

Before starting to produce the language themselves, young children learn subconsciously by interpreting the teacher's language and showing how much they understand. Bringing a puppet or soft toy to life is a great way for children to hear natural English in a playful way. They can interact physically with it and respond to its emotions and requests.

The teaching notes include suggestions on how to use a puppet or soft toy in class. We refer to the puppet as 'Flo' and use female pronouns. Flo can be a boy's or girl's name, so you can choose the gender of your puppet or toy, or give it a different name if you prefer.

Ensure Flo speaks only in English. You can give her a life outside the lessons with a simple house made from a box so she can come out and go back at the end of a game or lesson. Let children play with Flo or take her home as a reward for good behaviour. You can use movement and tone of voice with Flo to make children laugh and engage with the puppet emotionally. If you don't have a puppet or soft toy you can use, you can find instructions on how to make a simple hand puppet on page 256.



Help learners to express themselves. Learners benefit from repeated exposure to language, and young children understand a lot more than they can produce. Integrate as much English input as possible into your classroom routines, including transactional and interactional language.

Transactional language

(for instructions and suggestions)

- Let's ...
- It's time for ...
- Please / thank you
- Can you ...?

Interactional language

(for starting, maintaining and finishing conversations)

- Morning!
- See you later!
- Really?
- How are you today?

Help children communicate and express themselves by rephrasing speech. Remember, they don't need to repeat the language perfectly – it is enough that they hear the correct English for what they want to say. Concentrate on the message and let the children express themselves freely.

The classroom environment can provide plenty of written language input, even though the learners are only just beginning to recognise letter-sound relationships. Labels, posters, a 'word wall', visual alphabet charts, weather charts and days of the week signs all help bring English into daily life.

As in any class, there will be a range of abilities and confidence levels amongst very young learners. Coming into Level 3, some children will be confident in the structures and vocabulary covered in Levels 1 and 2, while others may be less confident. More confident learners can be paired with those who need more support, to act as 'helpers'. In mixed-ability classes, set up ongoing activities with plenty of time for everyone to finish, and include extra tasks for fast finishers. Rather than measuring achievement against the same 'end point', praise all learners equally by recognising individual progress.



How to structure lessons with *Pippa and Pop*

Each lesson in the Teacher's Book is carefully structured with clear steps.

Starting the class

These fun activities use rhymes, songs and toys to help the children get ready to learn English. Movement-based games help prepare the children for 'seated' tasks, and in the second half of each unit activities integrate revision.

Before the book

This stage brings the children together while the teacher presents target language or sounds (often using flashcards), leads a fun practice activity, or introduces learning objectives or topics to the class. In literacy lessons, the *Big Book* is used to identify key characters or pre-teach vocabulary.

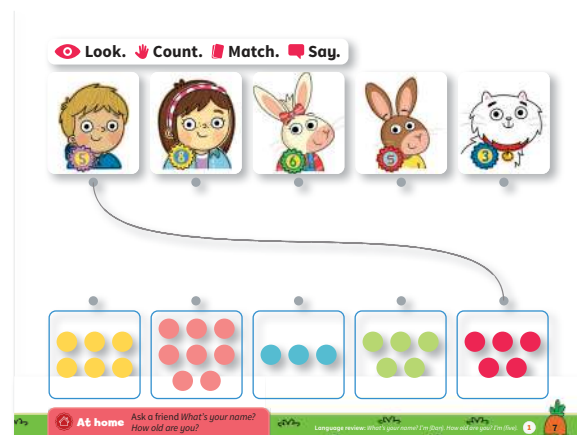
With the book

Once the children are ready to focus on the task in the Pupil's Book, clear, step-by-step instructions are given (with suggested instructions to give the children in English, advice for monitoring and additional questions to ask to exploit the material further). An audio script is provided for all listening tasks.

After the book

These activities are often game-based and provide controlled, scaffolded language practice. They review content in order to consolidate learning and help the children produce the language themselves.

The 'After the book' stage in the first literacy lesson of each unit emphasises comprehension by re-telling the story or watching the literacy story video. In the second literacy lesson, the children are encouraged to think about a value and relate the message of the story to their own lives.

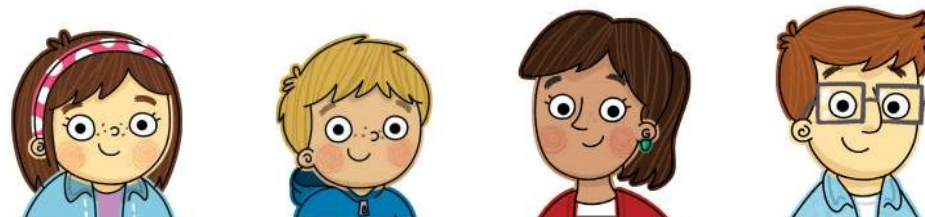


Activity Book

The Activity Book further consolidates the 'With the book' activities, and the teaching notes give guidance on procedure and examples of the language the children should produce.

Finishing the class

These interactive activities review the lesson content and encourage self-reflection through interaction with the puppet, flashcards, movement-based games, songs and chants or by revisiting the main theme of the story in literacy lessons.



Home-school link ideas

Research shows the positive impact of involving parents and carers in children's learning. This can be achieved by:

- creating an 'Our English Lessons' display in the drop off / pick up area and keeping it updated to show the current unit topic;
- displaying the children's work in communal areas;
- encouraging the children to share course songs, chants and stories and practise new language chunks at home.



Every unit of the Activity Book has a number of 'At home' features.

'At home' tasks encourage the children to find examples of language outside the classroom, connect the value in the story to their home or repeat an activity at home and share it in the next class. The children are also frequently encouraged to personalise the unit topic, e.g. by bringing something in for a 'show and tell'.

Unit walkthrough (Lessons 1–4)

Unit opener

A list of unit objectives is provided in the teaching notes, for the teacher to share with the class (promoting Learning to Learn).

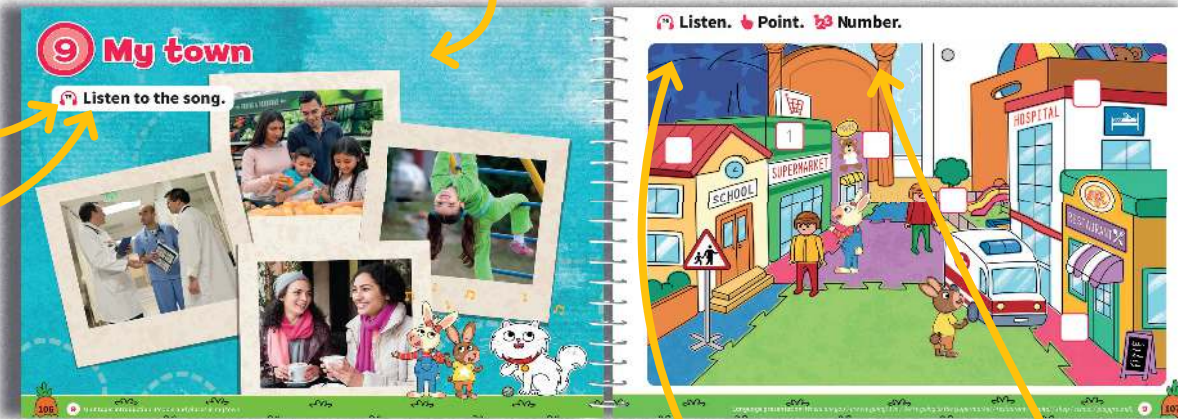
Photos on the opening page introduce the topic and encourage children to relate it to their own lives.

Language presentation

Lesson 2 of each unit presents key vocabulary using appealing and beautifully illustrated course characters (Kim, Dan and their parents). Teachers can introduce new vocabulary using the digital flashcards or the printable flashcards.

A **video** introduces each unit topic as a fun way to engage children with the unit theme.

There is an **original song** in Lesson 1 of every unit. Children listen and begin to pick out key words, responding to visual prompts (flashcards) and the teacher's actions. They learn the song gradually as the unit progresses, with the learning outcome of joining in with both words and actions.



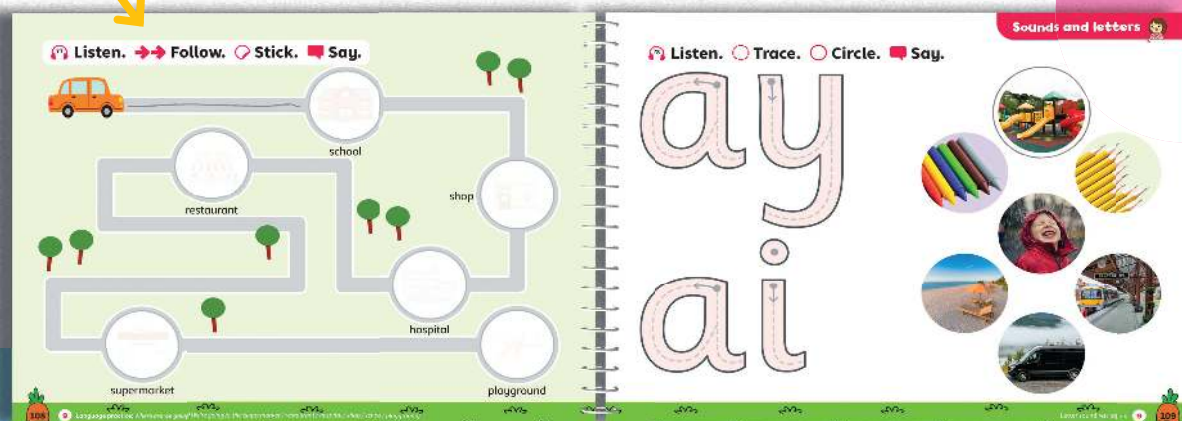
Language practice

In Lesson 3, children practise vocabulary and grammar with a listen and match, follow, trace or circle task and a sticker activity. Each child has their own sticker sheet of clear, high-quality images, with one set for each unit.

Children then use the new language in a follow-up speaking task.

Children interact with the picture by first listening to a short scene featuring the first set of target language.

Then they listen again and point to key words. Finally, they circle, trace, number or tick and cross key items.



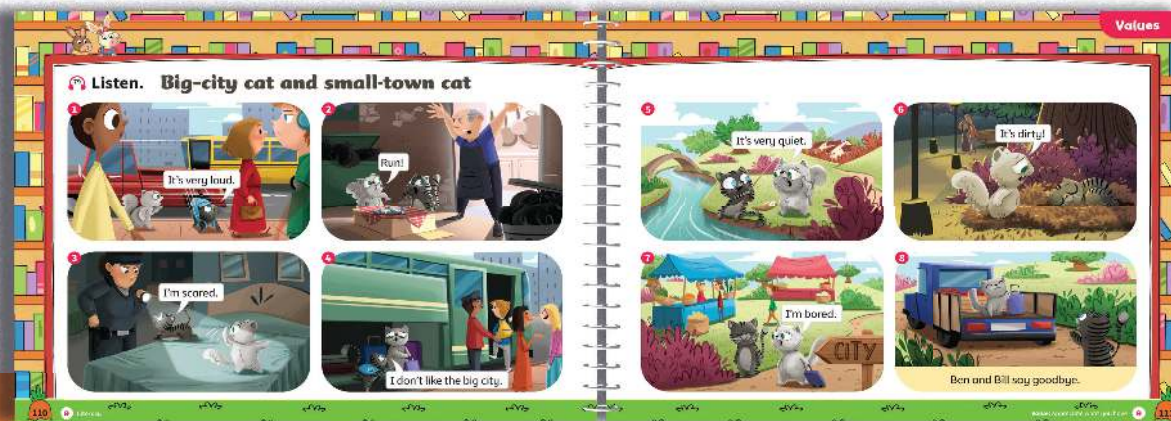
Sounds and letters

Children learn to recognise pairs of letters that make up common vowel and consonant digraphs, and learn the associated sounds. They practise tracing letter shapes and are encouraged to do this with a pencil.

Unit walkthrough (Lessons 5–8)

Literacy

Each unit has an appealing story which reinforces the unit language and uses repetition and rhythm in real-world speech, ideal for children to learn and play with. The story is also a genuine opportunity to introduce new secondary vocabulary.



Values

The second literacy lesson revisits the story (teachers can use the [literacy story video](#) to keep the children engaged).

Then they focus on the value which drives the narrative (and is further explored in the Activity Book). The teaching notes for Lesson 6 suggest a *Learning through play* activity which encourages children to approach the story's theme and content using different cognitive skills.

In the first literacy lesson, the focus is on authentic enjoyment of the story and understanding the plot. Children listen to the recording of the story and then the teacher can retell the story using the specially designed digital [Big Book](#).

Language practice

Children practise new language with an [original chant](#). The rhyme and rhythm of each chant helps the children to repeat the lyrics and to remember new language in an entertaining way. The [chant video](#) aids memory and adds variety of input.

Language presentation

The second set of key language and vocabulary are presented using the lovable rabbit characters who inhabit Kim's dreams (Pippa and Pop) or Kim, Dan and family. Again, flashcards offer the opportunity to introduce the vocabulary before listening.

To help develop Learning to Learn skills, children follow the same classroom routine as in Lesson 2 when interacting with the picture: first listening, then listening and pointing and then colouring or circling.



Excerpt
[More Information](#)

Unit walkthrough (Lessons 9–12)

Numbers

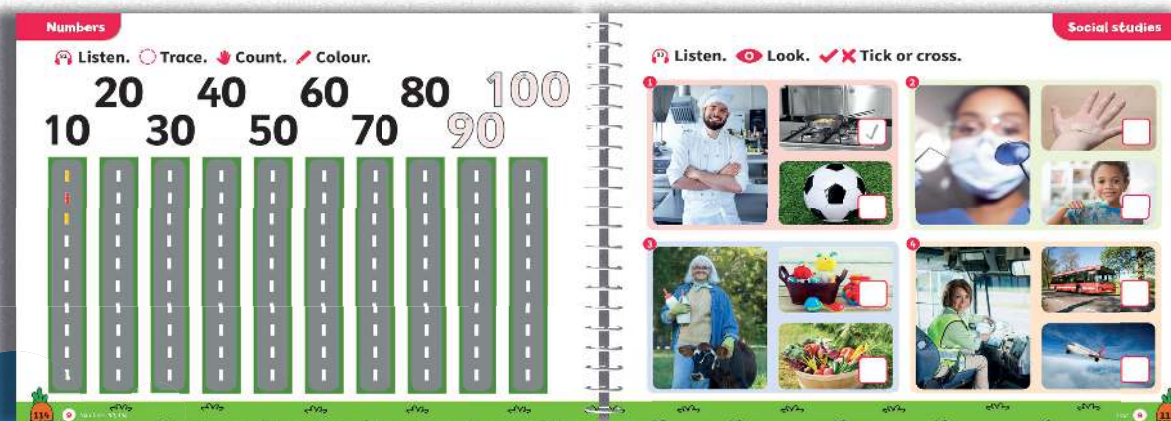
Lesson 9 of each unit focuses on numeracy. English numbers between 10 and 100 are introduced in tens. There is work on estimating quantity, which fosters critical thinking skills. There is also work on adding up and subtracting by counting and measuring length.

Review

Lesson 11 is a chance to review learning and progress. Pen-to-paper tasks are often supported by listening, and become progressively more challenging through the level.

Cross-curricular

Lesson 10 gives children the opportunity to explore other subjects in the curriculum through the medium of English. In Level 3 the subjects are: Social studies, Science, Art and Physical education. Colourful photos bring the real world into the classroom and present additional receptive vocabulary. The teaching notes for Lesson 10 sometimes include a *Learning through play* activity, which enables children to explore the topic using physical, intellectual or social-emotional play.



Project

The final lesson supports children in putting together the knowledge and skills they have gained throughout the unit and applying them to an exciting project.



The Activity Book for Lesson 12 is dedicated to self-evaluation. It reviews the unit language and, at the same time, trains children to be reflective and more autonomous learners. Children can use the **unit sticker** to mark their progress.



'Hands-on' creative tasks give a clear learning outcome to the unit, and children can then play with what they make. Photocopiable templates for these activities are found in the Teacher's Book. Through guided play, language from the unit is reproduced spontaneously in a realistic context.

Games bank

Flashcard games

Flashcards are available in digital format on Presentation Plus, or can be downloaded and printed from the Teacher's Resource Bank.

Find your group

Use different sets of flashcards. The children stand in a circle apart from each other. Hand out the flashcards. The children should not show the flashcards to each other. As you say *Find your group!* the children go around the classroom to find other children with flashcards from the same set. When groups are ready they name their flashcards.

Sequence

Display a set of flashcards on the board. Invite a small group of children to the front. The first child touches a flashcard and names it, the next one touches and names the same flashcard and then does the same with a new one. The third child touches and names the two previous flashcards and does the same with a new one. The game continues until someone does not remember the sequence. If using digital flashcards, the children can touch the thumbnail images. Display each image as the children say the words.

Flashcard relay

Display two sets of flashcards on a desk in random order. Make two groups of six children. The children stand in a queue behind a starting line. There should be a chair per group next to the starting line. Assign each group a different flashcard category, e.g. *family, rooms in the house*. When you say *Go!* one child in each group runs to the desk. The children take a flashcard, run back to their group and once they put the flashcard on the chair, the next child in line runs to get another flashcard. The game continues until one group has all six flashcards for their category. Groups name their set of flashcards at the end of the game.

Toss the ball

Display a set of flashcards on the board. The children take turns to choose a flashcard, name it and try to hit it with a soft ball. They get the flashcard if they hit the correct one.

Draw a maze

Display two sets of flashcards in a random order on the board. Make two groups and assign a category and a colour to each one, e.g. *places/red, jobs/green*. Groups take turns to draw lines joining the flashcards that belong to their category, e.g. the group that has the jobs category draws green lines to join the *shop assistant, teacher, nurse, doctor* and *waiter* flashcards. As the children join the flashcards, they say them out loud. Alternatively, name the flashcards for the children to join them in the order you say them.

Guess who has it

Go through a set of flashcards and have the children name them. Ask six children to stand at the front and give them a flashcard each without showing them to the class. Make two groups. Groups take turns to guess who is holding each flashcard. If using digital flashcards, have the six children think of one of the flashcards each for the others to guess.

Traditional games

Simon says

Play 'Simon says' to practise new language. For example, say *Simon says brush your teeth*. The children pretend they are brushing their teeth. Say *Make your bed*. The children don't follow the instruction because you haven't said *Simon says*. Those children who pretend to make the bed are out of the game.

Hopscotch

Make a ten-square hopscotch grid on the floor with chalk. A child tosses a stone or small object into the first numbered square, says a word learnt in the lesson, and hops or jumps on one leg and then on two legs through the squares. The child picks up the stone on the way back and passes it to the next child, who should try to throw the stone into the second numbered square. Every time the stone is thrown a new word should be mentioned.

Pronunciation games

Sound chain

On the board, display the flashcards or pictures representing a sound, e.g. *seeds, bee, sea, leaf* for /i:/. Hand out paper and ask the children to choose one word and draw it. Then the children sit in a circle and take their drawings with them. A child says, e.g. *Bee, /i:/*. The child on his/her right says the word *bee* and what he/she has drawn, e.g. *Bee /i:/, sea /i:/*. The game continues until everyone has participated.

Choir

Make small groups. Assign a word with the target sound, e.g. *wash* for the /ʃ/ sound, and a number to a group. For example, say *Wash, three* and point to a group. The assigned group says the word *wash* three times, i.e. *Wash, wash, wash*. Continue with another group, e.g. *Shoes, four*. Say the words in different tones and showing different emotions for the children to repeat them.

Sound song

Ask a small group of children to stand in a row facing the class. Put a hand just above one of the children's heads. The child has to say a specific word containing the target sound, e.g. *foot /ʊ/*. Based on how long your hand stays above the child's head, the child has to say the word for a long time or short time. You could also assign different children to say the words in a high or low pitch.

