## **English L2 Website for Parents**

## **FAQs**

## **Books & resources**

1. **What course books do you use?**

Grade 1: Happy House 1

Grade 2: Happy House 2

Grade 3: Happy Street 1 + grammar book

Grade 4 main class: Happy Street 2 + grammar book

Grade 4 beta class: No set course book

Grade 5: Happy Earth 1

Grade 5 beta class: No set course book

This scheme includes a Pupil’s Book and an Activity Book. There is a wide range of teacher’s resources available, which we use.

1. **Where are the books available from?**

We ask parents to buy the books, ready for the beginning of the school year. The teacher will provide the necessary information in June of the previous year.

1. **Do you only use these course books?**

No, we also use Grammar Friends with Grades 3 & 4. You will be asked to buy the level that is most appropriate for your child.

1. **What other books do you use?**

A variety of other books according to the needs of the class /pupils, including mother-tongue material where appropriate.

1. **What other resources do you use?**

Reading books, teaching books, stories, worksheets, songs, games, posters, CDs, BBC broadcasts, DVDs.

1. **When do the children bring their books home?**

This is up to each individual teacher but usually twice a year at holiday time.

## **Course content**

1. **How do I know what you are teaching?**

We give parents a copy of the course content at the parents’ evenings in September. Attendance at this meeting is essential.

1. **What teaching methods do you use?**

A variety of methods, with the emphasis on confidence building. Pupils work individually, with a partner and in a group to practise and extend the target language.

1. **What skills do you teach?**

All the four skills of reading, writing, listening and speaking. However, in Grades 1 & 2 the emphasis is on oral and aural work. Some word-copying is included but independent written work doesn’t begin until Grade 3.

1. **Is there a trip abroad?**

In 5th grade, each English second language class will go to England for a week. Activities include visiting London, visiting Leeds Castle, shopping in English. We focus on encouraging the children to speak as much English as possible.

## **Organisation of lessons**

1. **On which days are the lessons and how long are they?**

Grade 1: Every day for 30 minutes

Grade 2: Monday, Tuesday, Thursday & Friday for 45 minutes

Grade 3: Every day for 45 minutes

Grade 4: Wednesday for 1hour 30 minutes; Tuesday, Monday &Thursday for 45 minutes

Grade 5: Monday, Tuesday, & Thursday for 45 minutes; Friday for 1 hour 30 minutes

### **Organisation of pupils**

1. **How are the children divided into language classes?**

We aim to make each class as balanced as possible taking into account the following: boys / girls, language section, beginners / bilingual pupils.

1. **How are they arranged within the classes?**

The pupils usually sit at tables of four to facilitate oral work. Where possible they do not sit next to someone from the same language section. They often work in mixed-ability groups but for some activities the teacher may arrange them according to their level in English.

1. **Do all pupils do the same work regardless of their level?**

Not necessarily. We use a language scheme as the backbone of our teaching programme, however we differentiate work in a variety of ways to address the learning needs of our pupils. This differentiation takes many forms, for example: targeted questioning and answering; small group focus work; different levels of worksheets; different expectations of outcome; support scaffolding; guided and independent tasks; use of LI materials; careful groupings of pupils; and the use of auditory, visual and kinaesthetic teaching strategies. The main aim is to allow all pupils to achieve their potential and to make good progress.

#### Addressing the needs of advanced pupils

The children in our classes come from a wide variety of linguistic backgrounds. Some have an Anglophone parent or have spent significant amounts of time in an Anglophone school. Some of these pupils are orally bilingual, however the linguistic profile of each one can differ hugely in terms of their speaking, listening, reading and writing skills. We make a distinction between these pupils who have had significant mother tongue English exposure, to those pupils who have learnt English through the European School system. We refer to the former group as ‘advanced’ pupils and regard their learning needs as distinctive.

In Grades 1, 2, and 3, advanced pupils are in the mixed ability classes, with weekly extension groups in Grades 3. From September 2012, we have set up a pilot advanced class in 4th grade, called the Beta Class. The advanced pupils will be grouped together for all of the English lessons and will follow a curriculum that has been adapted from the English mother tongue syllabus. Entry to the class is based on teacher evaluation and formal written assessment at the end of Grade 3. *This class can only be created and continue if we have enough pupils who are working at this higher level.*

1. **My child is in Grade 1 / Grade 2 and is orally bilingual. What special arrangements will you make for him / her?**

Orally bilingual children will take an active part in songs, chants and class oral work. They are encouraged to engage in oral exchanges with the teacher. The stories, songs and activities we use are appropriate for this age-range and pupils love to extend their repertoire. It is school policy that we do not teach reading and writing in the second language in Grades 1 and 2. The class teachers will use extra material and targeted activities to address the additional learning needs of these pupils.

1. **My child is in Grade 3 / 4/ 5 and is orally bilingual. What special arrangements will you make for him / her?**

In the later classes, as the children are increasingly able to write and read independently, we use a wide variety of teaching strategies and extension materials to address the needs of advanced pupils: extended writing exercises; reading and responding to more challenging books; research using non-fiction and internet sources; extended spelling and grammar exercises and more challenging homework tasks. Mother-tongue material is used where appropriate. In Grade 3, the advanced level pupils will meet once a week for a guided reading session. They work on projects, research and other language skills. The focus in these two groups is on providing a significantly higher level of challenge and the standard of work is approaching that expected in a mother tongue class.

##### Addressing the needs of beginners

1. **My child is in Grade 2 and is a beginner. What special arrangements will you make for her / him**?

Allowances are made for pupils to “settle in” and get used to the new routines of the English class. It is expected that there will be a passive phase, where children watch and listen but do not join in until they feel confident enough to do so. They will not be assessed on the school report in February. If they make the progress expected, they will then be assessed on the school report in July. If they do not make the required progress, they will not be assessed on the July report and will be put into a “Rattrapage” class in Grade 3(see below).

1. **My child is in Grade 3/4/5 and is a beginner. What special arrangements will you make for her / him?**

The same allowances as for Question 1. They will attend “Rattrapage” classes (see below). Written and oral exercises will be scaled down, prioritising basic vocabulary and structures. They will not be assessed on the school report until the end of their second year.

## **Rattrapage Classes**

1. **Who is entitled to these classes and for how long ?**

Pupils who enter the European School in Grades 3, 4 or 5 are entitled to

attend “Rattrapage” classes for their chosen second language *if their level of*

*language acquisition is significantly below that of their peers.*

The classes may continue for a maximum of two years from the time of

enrolment. However, if the child’s standard of English reaches the required

level for his/her second language class, then the extra classes will stop.

Children who joined the school in Grade 2 as complete beginners and who

still require some additional tuition are put into “Rattrapage” classes in

Grade 3, with the expectation that one year of extra tuition will be sufficient

for them to have “caught up” with the majority of their peers.

1. **When are these classes ?**

Twice a week (either Monday & Thursday or Tuesday & Friday) from 12.30 – 1.10p.m. It should be noted that the “Rattrapage” classes are compulsory. It is important, therefore, that you do not arrange any “periscolaire” activities for your child during these times.

1. **What happens in these classes?**

We use a different course book to the one used in the normal second language class, which you will be required to buy from the school. All four skills (reading, writing, speaking and listening) are covered at a basic level.

## **Parents**

1. **What information do you need from me / us?**

You are requested to complete the attached Pupil Record Sheet if you have not already done so and return it to your child’s English teacher.

1. **How can I / we contact you?**

By school e-mail or via your child’s school diary.

1. **What meetings do you require me / us to attend?**

The parents’ information meetings at the beginning of the school year are extremely important for you to attend. If we have concerns about your child’s learning we will invite you in to school either on the school report day in November or at another time.

1. **How can I / we help in my / our child’s language learning?**

By encouraging your child and taking an interest in their English learning. By providing as much exposure to English as possible, through its use at home, through books, television, films, songs and visits to English-speaking countries. By looking through their work when they bring it home and discussing it with them. If your child is in Grade 4 or 5 they will receive weekly homework which you may need to help them with, or check that they have completed and brought to school on the correct day. If your child is in Grade 3 he / she will bring a reading book home every week, which you are asked to look at with them.

We hope that we have answered all your questions. Please do not hesitate to contact us if there is something further you would like to know.

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