

LEARNING BY PLAYING

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Introduction

- 5 lessons per week for Years 1&2
- 3rd Model Experimental Primary of Evosmos has the longest experience in teaching Year 1 and Year 2 learners
- 7 years of innovative implementation as regards both syllabus and teaching hours

Aims

- To familiarize young learners with another code of communication
- To prioritize oracy skills, esp. listening
- To foster the development of the learners' social, cognitive, affective and psycho-motor skills.
- To promote intercultural awareness

Objectives

- To cater for learners' different learning styles
- To use language creatively
- To develop learners' social skills
- To develop learners' co-operation skills
- To encourage learners' respect for oneself and others
- To facilitate the development of learning strategies
- To develop visual and auditory perception
- To develop inductive and deductive skills
- To help learners make connections between spoken and written discourse (Y2)



The very hungry caterpillar

Materials

- Learner-centered materials
- Use of authentic story books
- Fun activities and creative tasks
- Realia, flashcards, story cards and videos
- Songs and rhymes
- Arts and crafts

Methods/ Procedure

- Eclectic approach
- 'Learning by doing' approach - involvement in experiential learning activities
- Discovery learning and multi-sensory approach
- Teaching in a playful way
- Features of lexical approach
- Integration of intercultural elements
- Development of cross curricular links
- Gradual introduction to reading and writing through the use of phonics in Y2
- Dramatization / Acting out



Winnie the witch

Results/Outcomes

- Can recognise visuals (e.g. pictures) and relate them to words or gestures
- Can pronounce 'simple' words intelligibly
- Can understand and use simple formulaic expressions (Hello/Hi, What is your name? Thank you)
- Can understand and respond to 'simple' instructions
- Can answer questions on very familiar topics
- Can introduce themselves and interact in a very simple way
- Can reproduce the stories taught with the help of visuals
- Can recognise differences between sounds (Y2)
- Can read and write their own stories (Y2)



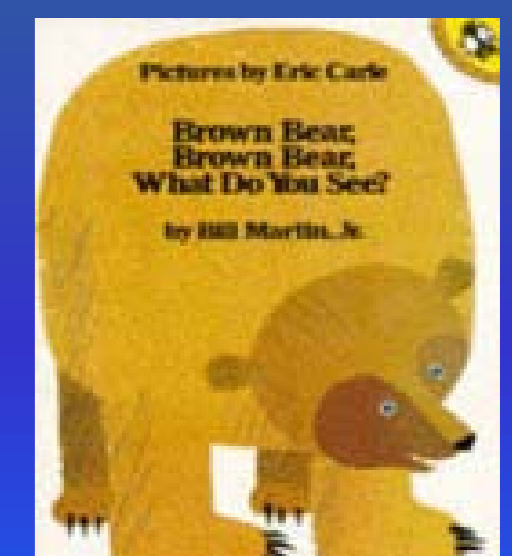
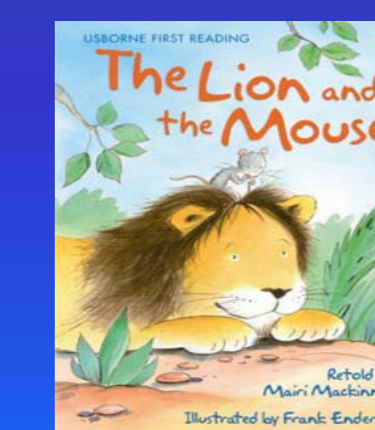
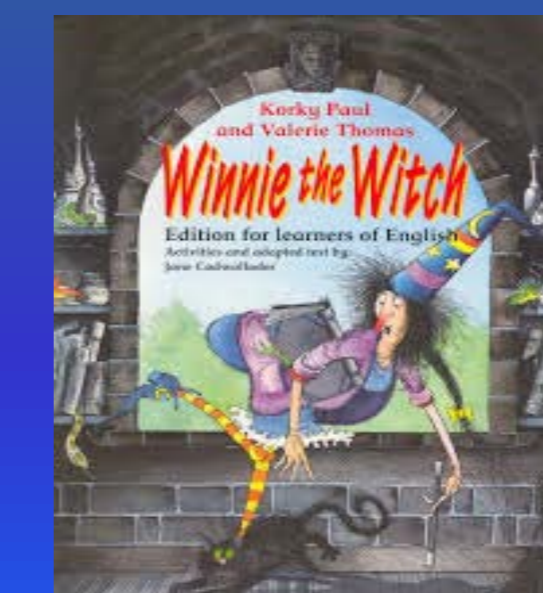
Phonics

Proposals

- Evaluation and assessment of the learning process rather than the outcome
- Selection of appropriate story books
- Engagement in more cross-curricular projects with the involvement of teachers of other subjects
- Selection of appropriate reading approaches to supplement phonics-based teaching
- Extension of the learners' exposure to English to 5 lessons per week in all Greek Primary Schools

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