An interlingual, story and play-based English language course for ages 4–5
You know that every child is unique, bursting with their own personality and talents. You want the very best learning space for them to grow, develop, and express themselves. To help you achieve this, expert authors Eithne Gallagher and Miranda Walker have taken the robust and successful Early Years Foundation Stage framework¹ and blended it with the internationally recognised, research-based, inspirational pedagogy of Interlingual teaching and learning².

Learning with multilingualism at heart

The main language of instruction in your classroom is English, but you know that your children naturally switch between English and their home language, mixing words or phrases from all their languages into their day-to-day communication.

This ‘translanguaging’³ is a vital and important part of your children’s cognitive development. There is widespread recognition that using home languages in the classroom leads to greater success in a second language.

Our expert authors

Eithne Gallagher

Eithne is an expert author, consultant and trainer on Interlingual teaching and learning in International Schools.

Miranda Walker

Miranda is an expert on the Early Years Foundation Stage Framework and is a former teacher and nursery leader.

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¹ Guidance developed in the UK on standards that schools and childcare providers should meet for the learning, development and care of children under 5.

² Detailed studies over the last 30 years have shown that a child growing up knowing and using more than one language has a clear advantage in learning and cognitive skills, even at only 24 months. (Linguistically Appropriate Practice Roma Chumack-Horbatsch, 2012; Interlingual teaching and learning. Eithne Gallagher, 2012).

³ Translanguaging Ofelia García, 2011.
This guide demonstrates how *Oxford International Early Years: The Glitterlings* helps you develop confident, successful English language learners. As children make connections between English in the classroom and their home or second language, you and they will discover a deeper and more powerful learning experience.

For use at home

For use at school

**Big Book 1**

Each Big Book contains 3 stories so you can follow the Glitterlings adventures together as a class, helping English learning occur more naturally.

**Teacher Resource Book**

Plenty of guidance and activities to help you deliver a highly creative, interlingual learning programme into your classroom.

See pages 16–19

**Activity Book**

Make English language learning exciting with a wide variety of engaging activities, fun stickers and brightly coloured illustrations.

See pages 12–15

Each Storybook builds a simple but strong connection between child, teacher and parent with a ‘home-school learning link.’

See pages 10–11
Support for your teaching
The Teacher Resource Book is the central component for introducing effective story and play-based, interlingual learning into your classroom, with 9 themed units containing detailed lesson plans, engaging activities and resource ideas that are clearly linked to the Early Years Foundation Stage Framework.
Engage your class with exciting digital content including audio of the Storybook, interactive activities and songs for the whole class to sing along to.

Inspire a love of language and reading
Introduce new words and key concepts by reading the Big Book at the front of class. Or listen along to the Storybook audio CD. Each child can also read along in their individual Storybooks.
This shared reading experience immerses children in the Glitterlings’ adventures, making English language learning occur more naturally, as children make links between the written and spoken form.

Engage children with fun activities
Make English language learning fun with the write-in Activity Book which links to the Storybooks and contains a wealth of writing, colouring and sticker activities.

Expert support for your teaching
Expert Professional Development is available for Early Years. Please contact us to discuss your needs at training.international@oup.com or +44 (0)1865 354 520.
...and at home

Extend language learning beyond the classroom

In these formative years, it is important that learning continues at home as well as in the classroom. *The Glitterlings* has a simple but strong connection between child, teacher and parent in a ‘home-school learning link’ through the *Storybooks* and audio CD.

At school, the teacher reads the story to the class, introducing new words and key concepts as the basis of their lesson.

At home, you and your child read the story together or listen to the storytime audio CD.

Add in simple words of your child’s mother tongue alongside the English text to create your own language part of the story.

This helps your child become an effective multi-lingual learners as they can start to build links between English and their home or second language.

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**Read at home together**

When your child is calm and interested, find a comfortable place to sit together.

**Talk about the pictures**

- Look at the picture on the front cover of the book. Ask: What is happening? Who is in the picture?
- Read the title on the cover. Ask: What do you think the story will be about?
- Look through the pictures in the book. Talk about what is in them: the colours, the characters, the actions and the expressions on faces, for example, Look! Tessy is smiling.
- Connect actions or colours in the pictures with real events in your child’s life, for example, Look at the picture of Bo with the panda? Do you remember when we visited the animal park?

**Read to your child**

- Read the story with an expressive voice to bring it to life.
- Pause at the end of some pages to talk about words, sounds and meaning. Ask: What do you think will happen next?

**Write into the story**

- If your child has a home or second language other than English, use words from this language to make a ‘think-link’ to the English words. It does not have to be a perfect translation.
- Point to pictures in the book and ask your child what they are in their home or second language.
- When you have talked about it, you or your child can write these words into the spaces provided throughout the story.

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Ideas for parents at the front of all nine storybooks.
### Course Structure

**EARLY YEARS AGE 4 TO 5**

<table>
<thead>
<tr>
<th>STORYBOOKS WITH AUDIO CD</th>
<th>BIG BOOKS</th>
<th>ACTIVITY BOOK</th>
<th>TEACHER RESOURCE BOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>978 0 19 835579 3</td>
<td>978 0 19 835575 5</td>
<td>978 0 19 835574 8</td>
<td>978 019 835573 1</td>
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<td>978 0 19 835574 8</td>
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For additional age-appropriate levelled reading ask your education consultant about *Oxford Reading Tree.*
Early Years Foundation Stage Framework

Oxford International Early Years: The Glitterlings has been carefully matched to the Early Years Foundation Stage Framework so you can be sure you are meeting the unique needs of your young learners.

The diverse, vibrant activities makes this course perfect for classrooms that follow other Early Years frameworks.

Prime areas of learning

Communication and language
Sharing stories is central to The Glitterlings, and listening and attention is promoted through an exciting new Storybook in every Unit.

Physical Development
Moving and handling is promoted through the Moving and doing activities in every Unit, supporting the development of both large and fine motor skills.

Personal, social and emotional development
All activities are designed to foster a love of learning and to celebrate children’s achievements, effectively promoting self-confidence and self-awareness.

Specific areas of learning

Mathematics & Literacy
Writing and number tasks are a regular feature of Activity time, when each child will work from their own Activity book.

Expressive arts and design
Being imaginative is regularly promoted through Critical thinking ideas that stimulate creative thought.

Understanding the world
People and communities is promoted through Talking point activities that provide opportunities to learn about other cultures.
Say hello to our characters!

The Glitterlings love to learn different languages, helping you to promote a setting where all languages are used and valued, even when English is the main language being taught.

Hello English

Ni hao 你好 Chinese

An nyeong 안녕 Korean

Konnichiwa こんにちは Japanese

Glit is very adventurous with a great energy, although he can be a little mischievous at times!

Flitter loves to sing and is always looking for ways to be kind to those around her.

Glot is a little shy and absent-minded. He can often be found with his head in a book or in the clouds.

Ling-a-ling is very charismatic and loves to talk. It can often be difficult to get her to stop!
Ensure continuity and a smooth transition from Early Years to Primary school with the younger versions of our friendly characters from Oxford International English.

- **Ms Glyn**: Ms Glyn is friendly and kind but does not stand for any naughtiness in her class!

- **Leyla**: Leyla is very imaginative and is always looking for an adventure.

- **Kofi**: Kofi is friendly but can be bossy at times. He loves penguins.

- **Johan**: Johan loves playing football with his friends and reading books on his iPad.

- **May**: May is determined and likes to see something through once she’s started.

- **Guten Tag**: Guten Tag

- **Apa kabar?**: Apa kabar?

- **Namaste**: Namaste

- **Lyi günler**: Lyi günler

- **¡Hola!**: ¡Hola!

- **Apa kabar?**: Apa kabar?

- **Namaste**: Namaste

- **Ahlan wa sahlan**: Ahlan wa sahlan

- **Messy Tessy**: Tessy is friendly and artistic. Somehow her shoelaces never stay done up!
Lovable characters highlight the value of learning more than one language.

Just listen carefully when you hear other languages. That’s what the first Glitterling did.
Way up high on planet Glitterling, two stars left of the moon, he listened to all the talking floating up from Earth.

The ‘school-home link’ Storybook allows parents and children to connect English words from the story to words in their home or second language.
1. Draw a picture of you saying hello to the Glitterling. Trace over the word in the bubble.

Opportunities to trace writing allows children to practise letter formation for common irregular words.

Encourage multi-lingual learning by allowing children to practise free writing in English or a home language.

How do you say **hello** in your language?

Hello = __________________________________________________________________________
Try this out for yourself on this page and the next with the fun stickers provided!

Help children to make links between colour and shapes with exciting stickers.

2. Which things would you like to play with?

Sticker fun
Stick Glit into his hiding place.
Activity Book

Encourage imaginative play and learning with creative activities.

Engage children with activities that link to the Storybook and characters, helping them to develop socially and emotionally.

Find the stickers to show the order of the story.

What language do you speak at home?
I am a polyglot.

Develop attention and listening skills with rhythms, rhymes and songs on the Activity Book CD.

The stickers provided within this pack are for promotional use only and should only be used by adults.

Listen, sing and clap.

Write in the speech bubbles and find the stickers.

class

street

hello

4

hello

hello
Teacher Resource Book

Quick Ideas
Play the audio CD and sing the ‘Tommy Thumb’ song with actions.

Early Learning Goals EYFS
Expressive arts and design: Exploring and using media and materials

Extension
Take photos of children making feeling facial expressions. For example, a sad face, a happy face, an angry face. Show the photos to the children and help them to print them out. Display the photos on the wall. Add captions which include children’s names. For example, “Dayanta feels happy.” Alternatively, children can draw themselves making faces, and these pictures can be displayed with captions.

Early Learning Goals EYFS
Expressive arts and design: Exploring and using media and materials, Being imaginative

Understanding the world: Technology

Personal, social and emotional development:
Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships

Literacy: Reading

Extension

Put your fingers to your lips. Say: Ssh… When the room is quiet, tell the children you want them to listen carefully and try to remember everything they hear in the room or outside. Ask children to share what sounds they heard as a whole group.

Early Learning Goals EYFS
Communication and language: Listening and attention, Understanding
Understanding the world: The world

3 Story time

Early Learning Goals EYFS
Communication and language: Listening and attention, Understanding, Speaking
Understanding the world: The world
Literacy: Reading

4 Talking points
Ask the children to tell you all the times in the day they are listeners, eg:
• When a friend is talking to them
• When they watch TV
• When the car with the radio on
• When the teacher is talking
• When someone is telling them a story etc.
Ask: Why is it important to listen carefully? Accept all answers.

Early Learning Goals EYFS
Physical development: Health and self-care
Communication and language: Listening and attention, Understanding, Speaking
Understanding the world: The world
Personal, social and emotional development: Self-confidence and self-awareness, Making relationships

Learning objectives

Physical development: Moving and handling
Expressive arts and design: Exploring and using media and materials
Understanding the world: People and communities, The world, Technology
Communication and language: Listening and attention, Understanding, Speaking
Personal, social and emotional development: Self-confidence and awareness, Managing feelings and behaviour, Making relationships
Literacy: Reading, Writing

Easily track your children’s progress with learning outcomes for each lesson and activity, linked to the Early Years Foundation Stage Framework.
Pre-record simple classroom sounds, for example moving a chair, opening a door, scrunching up a piece of paper. Ask children to guess what the sounds are.

Develop the activity further by asking children to find some more classroom sounds to record. Give children the opportunity to place the stickers in the right order. Read the text, “What is your home language?” Elicit the answer from each child, and show them the relevant word on the home language chart you made earlier. Have them copy the word onto the page.

**Early Learning Goals**

**EYFS**

*Physical development: Moving and handling*

*Understanding the world: People and communities*

*Communication and language: Understanding, Speaking*

*Personal, social and emotional development: Making relationships*

Hide a small object in your hand, such as a toy block, a conker or a shell. Describe it to the children, encourage them to ask questions about it and invite them to guess what it is. When they have understood the game, choose a child and secretly give them an object to describe. Help out as necessary, then ask the rest of the group to guess what it is.

**Early Learning Goals**

**EYFS**

*Communication and language: Listening and attention*

*Expressive arts and design: Exploring and using media and materials*

A wide variety of exciting activities to help you set up a play-based programme.

**Critical thinking**

Ask: What do you think would be the hardest thing about not being able to hear?

Ask the children to identify various sounds - what noise does a dog make? What do you hear when a car brakes? What noise do you hear when you turn on a tap? Etc.

Now ask the critical thinking question and have children explain their answers.

**Extension**

Pre-record simple classroom sounds, for example moving a chair, opening a door, scrunching up a piece of paper. Ask children to guess what the sounds are.

Develop the activity further by asking children to find some more classroom sounds to record. Give children the opportunity to play their recordings to their parents and/or other visitors to the classroom. Can they guess the sounds correctly? If not, ask children to provide clues.

**Early Learning Goals**

**EYFS**

*Communication and language: Listening and attention*

*Expressive arts and design: Exploring and using media and materials*

*Understanding the world: Technology*
Finger puppet outlines

Cut-out and make the finger puppets.

Inspire children’s imagination and increase self-awareness by making finger-puppets of Glit and themselves.

Stick a picture of yourself here:
Sound lotto game board

Tick the sounds you hear.

Build children’s awareness of sounds in the world around them.
Evaluation and ordering
See more sample material, find out more or order online at www.oxfordprimary.com/earlyyears

Get advice and support
Find the dedicated Education Consultant for your region at www.oxfordprimary.com/contact-us or email us at Education.export@oup.com