

Online training from CPD College (Continuing Professional development)

Chekchurina Olga Yurievna

INJAZ group

Deputy director

Teacher trainer



О компании

группа InJaz — Join us!

**Ин Яз — это онлайн группа компаний,
работающих в сфере услуг
по иностранным языкам**

ИнЯз включает в себя:

- сеть дистрибьюторов ведущих зарубежных издательств
- информационно-методический центр
- межрегиональный лингвистический центр
- интернет-магазин
- онлайн-обучение

Наши услуги:

- Учебные пособия ведущих зарубежных издательств
- Методические консультации, семинары, тренинги, скайпинеры
- Онлайн-тренинги
- Тестирование
- Художественная, справочная и детская литература на иностранных языках

Наша история начинается в

- 1991 с выходом англо-русского разговорника (американский вариант) тиражом 50 000 экз
- 1994 мы начинаем сотрудничать с зарубежными издательствами
- 2001 мы начинаем проводить летние школы для учителей английского языка с авторами и
- 2004 участие в создании учебных пособий на английском языке:
 - книга для чтения "Frog Princess"
 - сборник по страноведению России "Let me tell you all about Russia"
 - буклет-спутник к серии "Click on"
 - страноведческие страницы в учебнике английского языка "Spotlight"
- 2005 совместно с издательством Collins мы выпускаем англо-русский русско-английский
- 2011 совместно с издательством ABBY Press мы выпускаем англо-русский русско-английский
- 2012 мы открываем интернет-магазин bookshop247.com
- 2013 мы начинаем сотрудничество с издательством Nelson Education и Jolly Learning

ПРЕДСТОЯЩИЕ СОБЫТИЯ

8
авг
пт

Курсы повышения
квалификации раб...

18
сеп
чт

Вебинар для учителей
английского...

ИНТЕРНЕТ-МАГАЗИН

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города России!

ENGLISH JOKES



ОБУЧЕНИЕ ЧТЕНИЮ

Jolly Phonics

Jolly Grammar



CPD College International
EMPOWERING TEACHERS ALL OVER THE WORLD



Primary Teachers (International)

You are not logged in. ([Log in](#))

ONLINE PROFESSIONAL DEVELOPMENT TRAINING COURSES FOR PRIMARY SCHOOL TEACHERS

46 COURSES TO CHOOSE FROM

1. GAME BASED LEARNING:

A glorious treasure chest of traditional & digital games underpinned by solid pedagogy.



[info](#) [register your interest](#)
[login/start course](#)

2. THE DIGITAL TOOLS KIT:

Powering the eTeacher and the iStudent



[info](#) [register your interest](#)
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3. MINDFULNESS FOR TEACHER & CHILD:

Enhancing both student and teacher well-being.



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4. THE JOLLY PHONICS REVOLUTION:

At the heart of teaching children to read.



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5. LIGHTS, CAMERA, ACTION!

Digital Storytelling & Film Making in the curriculum.



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6. COOPERATIVE TEACHING & LEARNING STRATEGIES:

Delivering for student learning.



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80 countries!



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or +353 53 923 6088

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<http://injaz.ru/onlajn-treningi/>



JOLLY PHONICS TRAINING COURSES FOR TEACHERS

1. JOLLY PHONICS: BRITISH ENGLISH VERSION

Using synthetic phonics to ensure that all children learn to read.



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2. JOLLY PHONICS: AMERICAN ENGLISH VERSION

Approach is the key to unlocking independent reading.



[info](#) [register your interest](#)

[enrol](#) [login/start course](#)

3. JOLLY PHONICS FOR AUSTRALIA

Programme designed to teach children to read and write.



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[enrol](#) [login/start course](#)

4. JOLLY PHONICS: IRELAND

At the heart of teaching children to read.



[info](#) [register your interest](#)

[enrol](#) [login/start course](#)

5. JOLLY PHONICS 中文版 (TRADITIONAL CHINESE VERSION)

Child centred approach to teaching literacy through synthetic phonics.



[更多資訊](#) [登記您感興趣的課程](#)

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6. JOLLY PHONICS 中文版 (SIMPLIFIED CHINESE VERSION)

Programme is a thorough foundation for reading and writing.



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7. JOLLY MUSIC PROGRAMME

Teaching music skills to infants.

8. JOLLY GRAMMAR PROGRAMME

Driving excellence in grammar, spelling and punctuation skills.

FIND OUT MORE...



[Overview](#)



[Frequently asked questions](#)



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Call us on
+353 (0) 53 923 0344 (Ireland)
or +44 (0) 20 8144 0423 (UK)



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(credit cards only - [view guide](#))



or **Post the enrolment form with a cheque**

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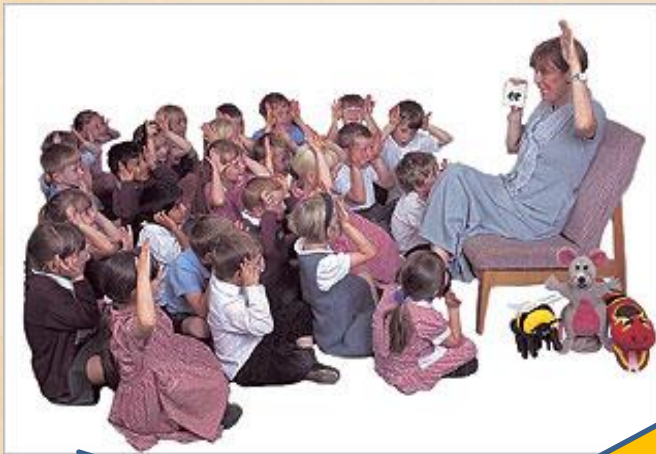
Why do I need an online course ?

Identifying the sounds

From the beginning, the children are taught how to write the sounds as they are introduced to them. At the same time, the children are taught how to identify the individual sounds in spoken words. The first step is to encourage the children to listen out for the sound that is currently being taught. For instance, when the first letter sound, /s/, is being introduced, the children should be asked if they can hear a /s/ sound in the word *sun*. Only one or two children will be able to identify the /s/ sound. Then the children should be asked if they can hear the /s/ in *snake*, and in *dog*. It is important that only some of the words called out contain the sound that the children are trying to identify. Despite this, in the beginning, some children will think all the words have a /s/ sound in them. Gradually, they learn to listen more carefully and start to answer correctly. Some children may even be able to say whether the sound comes at the beginning, in the middle or at the end of the word.



What materials am I expected to use?



Why are all these children saying sh...?



1000
1000

Videos
https://youtu.be/0ajeQUS4B_g


Real-life stories from teaching
experience of teachers and
authors all over the world


Blogs and discussions


Unique pdf teacher's notes and
reflexive materials

Interactive ELT methodology course




 CPD College - Jolly Phonics

 My Courses ▾


Olga Chekchurina 

Home / [Jolly Phonics - British English Version](#) / [JPHUK01](#) / [The Development of Jolly Phonics](#) / [The research programme](#)



The development of Jolly Phonics


SUE LLOYD



The research programme

A few years after we implemented the new teaching methods at Woods Loke, we were asked to participate in a research programme. Although the programme was an organisational nightmare, it did open our eyes to the importance of teaching the children to listen for and identify all the sounds in words. We simplified the teaching and, by adding extra phonemic awareness into our approach, we saw another big improvement, particularly at the bottom end.

All the teachers involved thought that the standard of reading at the end of Year 1 was now equivalent to the standard achieved at the end of Year 2. Our reading quotient had risen again, from an average of 108 to 110+. Just as exciting, was the fact that the children were writing independently at a much earlier than average age. They listened for the sounds in words and wrote down the letters that represented those sounds. In order to check that the children's spelling had not suffered with this new approach to writing, we tested the 7 year olds on the Vernon Spelling Test every year. The average was always about 8.5 years, which meant that the children were well above average. Moreover, the improvements we saw could only be attributed to the method of teaching; it was the only thing we had changed. The teachers remained the same throughout the study. We had gone from a visual method to a systematic, synthetic (blending) phonics



9th February
bee
meet
seed
feet
deep
heel

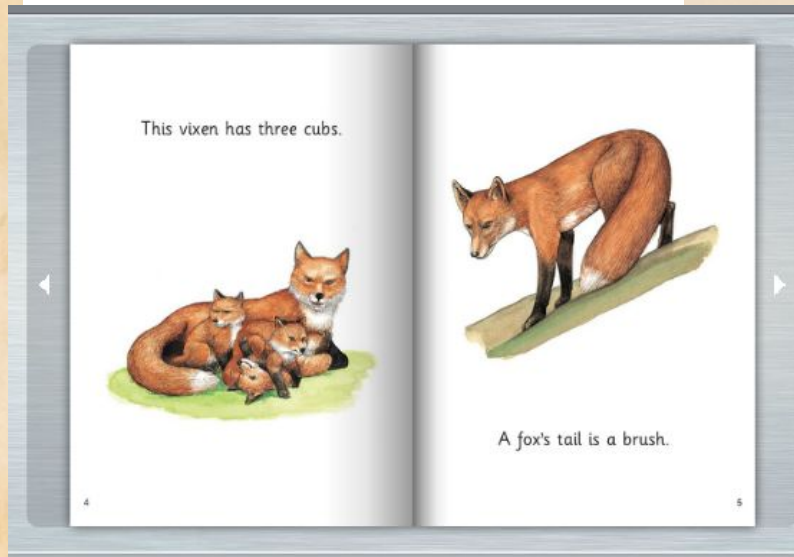
It is a tree ✓

Well done. ★

Words and a sentence written from dictation by a five-year-old after 6 months of Jolly Phonics teaching.

Handouts and posters

oi	ou	ig	s	3
oil	owl	ring	dogs	garage
x	a	o	o	
bird	father	book	moon	



q is always followed by u.
The letter q borrows the sounds of K and W.

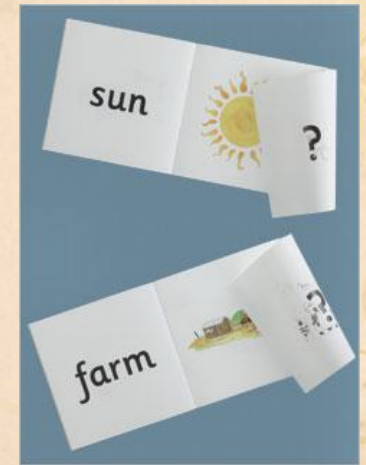
You never write ~~kw~~ always **qu** ✓

qu qu ququ ququ
qu ququ qu qu
qu qu ququ

Capital Q U Q U Q U

ack een s imel

3



Lesson plans, demo video lessons with notes and tasks

Algorithm: Trace the model-trace the dotted line-write the word without looking at the model-open the handwriting sheet and check <https://youtu.be/Lno1h5ITCLE>

The following six techniques for teaching spelling, explained in the following pages, are all very effective.

Look, copy, cover, write, check

This is the principal method for teaching the spelling of tricky words. First, the children look at the word and identify the tricky part(s). For instance, the word *said* has an /e/ sound in the middle, but it is spelt with an <ai>. The <s> and <d> are regular. The children then say the letter

Classroom practice ideas, classroom dynamics recommendations, ideas for organizing effective learning environment



I am supposed to study, what about instructions, exercises and tests?

Participant guide for Jolly Phonics training course

Introduction

This course has 5 modules. You must meet the criteria set out by Jolly Learning and CPD College to successfully complete this course and download your certificate. Please print out and read this document carefully. It contains the answers to most of the questions you may have.

This guide is divided into 3 sections, sequenced according to your progress from start to finish through your course. The structure of this guide is as follows:

Stage 1. Getting started



Stage 2. Engage with the course/Meet the completion criteria

Stage 3. Complete the course

Stage 1. Getting started

1. **Log in to your course**
2. **Navigating through your course**
3. **Read section 1 and accept terms and conditions**
4. **Check/Edit your profile**

What will I see when I start the course?

**CPD College** |  **Jolly Learning**


CPD College - Jolly Phonics

Olga Chekchurina

JOLLY PHONICS TRAINING COURSES FOR TEACHERS

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2. JOLLY PHONICS: AMERICAN ENGLISH VERSION


Approach is the key to unlocking independent reading.





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Interactive modules

 JPHUK01 - HISTORY AND DEVELOPMENT OF JOLLY PHONICS

 JPHUK02 - JOLLY PHONICS AND THE 5 BASIC SKILLS

 JPHUK03 - TEACHING WITH JOLLY PHONICS

 JPHUK04 - IMPROVING READING AND WRITING SKILLS

 JPHUK05 - JOLLY PHONICS RESEARCH AND MATERIALS



NAVIGATION

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JPHUK01

Participants

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SEARCH FORUMS

Go

Advanced search ?

SUE LLOYD



Watch Sue Lloyd
winner in Kilburn

Home > Jolly Phonics - British English Version > JPHUK01



Welcome to your course - START HERE



Participant guide - please print out



Terms and conditions



Click here to accept terms and conditions



Note on PDF Files



Note on downloading/saving course materials



Introduction

MODULE ASSIGNMENT



Module assignment instructions

SUPPORT EMAIL

support@cpdcollege.com

OLGA CHEKCHURINA

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[View my status page](#)

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VIDEO GUIDES

[Assignments guide](#)

[Completion guide](#)

[Off-line time guide](#)

[Navigation guide](#)

EXPIRY DATE

Your enrolment will expire on:
September 20 2017



"IWBs – they arrived in our classrooms, possessed of hope and expectation. And the reality...?" Discuss
by Martin Pender Facilitator - Wednesday, 25 June 2014, 04:07 PM

Please answer: "IWBs – they arrived in our classrooms, possessed of hope and expectation. And the reality.....?" Discuss

You can answer this question directly (click **Reply** on top post) or respond to the answer/contribution of another participant.

If your answer is likely to take longer than 20 minutes then we recommend you compose it in Word or some other external text editor, then copy and paste it into the forum. Otherwise you may lose your work.

3

**ANSWER THE QUESTION DIRECTLY OR
REPLY TO ANOTHER PARTICIPANT'S POST**

Answer question



Re: "IWBs – they arrived in our classrooms, possessed of hope and expectation. And the reality...?" Discuss
by CPD Student - Saturday, 28 June 2014, 11:12 PM

I think that is a great point. Team teaching, which is also called collaborative teaching or co-teaching, is an instructional strategy in which two or more teachers are responsible for teaching a group of students. Collaborative teaching can be used in all classrooms, at all levels. A number of different methods of team teaching may be utilised, depending on the circumstances.

Show parent | Edit | Delete

Reply



Re: "IWBs – they arrived in our classrooms, possessed of hope and expectation. And the reality...?" Discuss
by Karen Hennessy - Wednesday, 25 June 2014, 05:14 PM

Your reply

I think that is a great point. Team teaching, which is also called collaborative teaching or co-teaching, is an instructional strategy in which two or more teachers are responsible for teaching a group of students. Collaborative teaching can be used in all classrooms, at all levels. A number of different methods of team teaching may be utilised, depending on the circumstances.

Show parent | Edit | Delete | **Reply**



Re: "IWBs – they arrived in our classrooms, possessed of hope and expectation. And the reality...?" Discuss
by Karen Hennessy - Wednesday, 25 June 2014, 05:14 PM

Your reply

Subject*

Re: "IWBs – they arrived in our classrooms, possessed

Message*



I think that the interactive whiteboard....

Continuing Professional Development Record:

Ms. Olga Chekchurina

Course Provider:	CPD College		
Category:	Jolly Phonics - British English Version		
Personal Profile Information			
Username:	acubins	Teacher Name:	Ms. Olga Chekchurina
Email address:	olga.chekchurina@yandex.ru	Occupation:	Trainer
Phone:	89130032169	School name:	INJAZ Group
City/town:	Novosibirsk	Address:	flat 55 31a Sibirskaya street, Novosibirsk, Russia
I have read and fully understood the course criteria stated upon beginning the course:			2017-06-22 09:59:30+01

Time Record			
Online Study Time:	4:37:49	Offline Study Time:	0:00:00
Total Study Time:	4:37:49		
Student Sign-off			
I agree that this record accurately represents the time I spent engaged with the course and that the above assignments are my own best effort.			

**The main criterion of our efficiency is
what our students can do!**

https://youtu.be/84PPk_ox51E



<http://injaz.ru/onlajn-treningi/>