Beginners Syllabus

Compiled by Alix Marina - Chouhan
Ethnic Minority & Traveller Achievement Service
Use the Initial Assessment booklet to assess the pupil’s level in English. Then use this document to teach appropriate language skills.

RESOURCES FOR ALL STAGES
http://www.racingtoenglish.co.uk/about.html Excellent CD of structured resources written specifically for EAL beginners. For some free examples see: http://homepage.ntlworld.com/gordon.ward2000/E-A-L/beginners-list.htm

http://www.easylearn.co.uk/ Easylearn have produced materials aimed at SEN pupils. The clear style of these resources are ideal for new arrivals

PRE STEP 1 TO STEP 1
- Receptive language up to 500 words
- Lasts: from 10 hours to 6 months
- Student is in language shock. Might be silent; parroting words or chunks self-talk; responds non-verbally; absorbing language; might copy from the board; need first language; needs buddies; gets exhausted fast
- Teacher: 90% teacher talk. Use visuals and props, build receptive vocabulary, use body language, actions, mimes, pointing...; repetitive language; yes/no questions

Strategies:
Ascertain what language the child is speaking and if possible do a first language assessment.
A language identification document: (or see Translation folder)
http://languages.refugeecouncil.org.uk/top_navigation/Language_ID_chart.htm

- Teach your class/ form basic words in the child’s language
  http://www.elite.net/~runner/jennifers/ and put up pictures of where they come from http://earth.google.com/ and dual language displays

- make sure the child has a group of buddies who show him/her round the school, play with her/him, if possible in the same language.

- Give the child a pictorial or bilingual timetable, pictorial or translated school booklet, help cards or fan to communicate with others. See New Arrivals folder for visual timetables, words fans etc or:

- School welcome booklet:
  http://www.leics.gov.uk/school>Welcome_booklet.doc
• If the child is literate in home language, encourage the use of bilingual dictionaries/ word-lists. Encourage the use of home language in class. For bilingual dictionaries etc go to:


http://www.bfinclusion.org.uk/Forms.htm  - Chinese, Czech, German, Hungarian, Japanese, Polish, Portuguese, Russian, Slovakian, Spanish, Thai


See also Bilingual Resources folder

• Doateaz- excellent site for standard letters for parents translated into a wide range of languages

• https://www.mantralingua.com/uk/product.php?productid=74&cat=0&page=1  Talking pen with key phrases to use with pupils and parents

Syllabus
Try to teach new words to known concepts and new concepts with known words, for example ask the parents to teach the child how to read the time in first language before teaching it in English.

➢ Understand basic instructions: sit down, look, listen, read, take your book, stand up, put your pen down - Miming
➢ Colours - Bingo
➢ Numbers- age related - How old are you? How many? - Dominoes
➢ Basic verbs: run, walk, eat, write, sleep, read, draw, count - Miming
➢ Please, thank you (nb. some languages do not have 'please' and 'thank you'; politeness is inferred by the tone of voice)
➢ School equipment - Kim’s game Subject matters for secondary
➢ Family relationships - Happy families
➢ Parts of the body - Beetle game, head shoulders, knees and toes song
➢ Home furniture, equipment
➢ Days of the week (then: on Monday..)
➢ Months, seasons, the date
➢ Weather
➢ Common animals, basic plants - Lotto, bingo, dominoes, jigsaws
➢ I can go...
➢ I can’t...
➢ I like- I don’t like - Venn diagrams and worksheet

- Clothes
- Opposites: the car is big... - dominoes
- Basic shapes - Barrier games, shapes in a bag
- Prepositions: in, on, under (on the train, not IN, and other oddities) up, down, - hide and seek objects,
- Basic verbs

Resources
Excellent range of activities: [http://myweb.tiscali.co.uk/beginners/step_1.htm](http://myweb.tiscali.co.uk/beginners/step_1.htm)

Clothes, stationery, colours, body parts, classroom labels pictures at [http://www.emteconline.co.uk/rother/real/real.htm](http://www.emteconline.co.uk/rother/real/real.htm)


Games and visual activities


Make your own bingo game


Revision worksheets for beginners- they need time off to do easy things to avoid overload!


**STEP 2**

- Receptive language up to 1000 words; Active: 10%
- 3 months to 1 year
- Student: Listen; 1-2 words answers; uses chunks; initiate conversations with gestures or single words; inter/personal issues; start reading, writing with frames; pair work, some group and class participation
- Teacher: 50-60 % teacher talk; use actions, illustrations, maps, graphics etc; who, which, what, where questions; complete sentences; labelling.
- Simple books with pictures, teach key vocabulary; provide listening activities.
- see websites for beginners as many have intermediate language content too

**Syllabus**

- Sounds of the letters (jolly phonics)
- Form letters correctly, joined up if age appropriate.
- Answering closed questions about books: where is Chip? (points)
- Books in the present tense
- Do writing tasks in home language, if literate
- Learn vocabulary in books if literate
- Build own bilingual dictionary if literate
- Repeat simple sentences from books.
- CVCs- vowel sounds
- Start on Reception 45 words
- Copying; labelling
- Matching words and pictures

Excellent range of activities: [http://myweb.tiscali.co.uk/beginners/step_2.htm](http://myweb.tiscali.co.uk/beginners/step_2.htm)
LEVEL 1

- Receptive vocabulary: 3000 - 1 to 3 years
- Sight vocabulary; speak in phrases; can read and write simple texts: journals, stories, riddles, matching, start predicting, defining, summarizing, reporting, comparing and contrasting; match words to definitions; flashcards of topic vocabulary, word banks
- 40% teacher talk
- scaffolding and expansion; Poetry, songs and chants
- describing:
- information gaps; how and why questions
- problem solving pair/group discussion, reading and writing; role-play; have dialogue journal with student

Syllabus

- There is, there are, here is, here are
- I like going
- you - he-she - We, they
- How are you? I am fine thank you
- Feelings: happy, sad, angry, tired, hungry, hurt Pull face.
- Add, plus, and, take away, together, less, times, multiply, lots of, divided by, shared
- Can I have…? I would like... - Happy families,
- Reading plays (present tense)
- I went: I went to the park and I saw. I went to the shop and I bought/ate
- Regular past tenses
- He is running, he was running
- Aches and pains
- up/downstairs, right, left,
- Simple diary writing
- y- ies; ss s-ses
- a, an, the Online game at http://a4esl.org/q/h/mc001-ck.html
- Next to, behind, between, in front of,
- Basic irregular past tenses: I saw, I ate, I wrote, I read, I bought, I slept...
- My, your, her, his,
- I have, do you have, he/she has
- Do you? Does he/she? Yes I do, no I don't, she does doesn’t Guess Who?
- Write simple description of people
- Instructions: sequencing, and writing
3rd person s: he reads
Question words: what, who, when, where
Temporal connectives: first, later, next
Give instructions: barrier games
And, then, but
forward, across

Strategies
sequencing
Unjumbling simple sentences
Writing simple sentences- using writing frames
Run- running
Matching illustrations and sentences
Blends
Picture stories, recounts of simple stories

Resources
Clicker software can be very useful to move form simple sentences to more complex ones.

Excellent activities, speaking and writing frames and advice for teaching beginners at http://myweb.tiscali.co.uk/beginners/index.htm (for activities look at programmes, step 2)

LEVEL 2 +

- 6000 words; seem fluent but need Academic Language
- 2-4 years
- Use more complex language; relate, outline, explain, rewrite, illustrate, expand vocabulary, use simple/complex sentences and higher order thinking skills
- 10% teacher talk. Focus on learning strategies and metalanguage; genre teaching.
- Many websites have grammatical quizzes online as well as lessons for literate students.
- http://grammar.ccc.commnet.edu/grammar/quiz_list.htm

- Because, so
- Men, women, children, mice, feet, teeth
- Abbreviations: I am I'm, you are, you're
- Was/ were
- a/ the/ some
- Comparatives: bigger than
- Superlatives: the biggest
- Ordinals: first, second..
- Am going to, are you going to?
- I will, I won't, will you: future
- Synonyms of said, nice, big, small, sad, angry... building up vocabulary
- Phrasal verbs: get on, get away, get round to...
- I was working when the phone rang: past tenses
- Should, could, would

Simple poetry
Similes http://www.collaborativelearning.org/similebingo.pdf

Many curriculum based collaborative activities at www.collaborativelearning.org
Many others at http://homepage.ntlworld.com/gordon.ward2000/listfiles.htm

For activities which reflect a multi-cultural curriculum see GARP,
<table>
<thead>
<tr>
<th>QCA Level</th>
<th>Speaking</th>
<th>Listening &amp; Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-pre-Step One (P scale 0)</td>
<td>• Silent, not yet responding to simple questions, etc.</td>
<td>• Does not respond to visual stimuli, or instruction.</td>
</tr>
<tr>
<td>Pre-Step One (P scale 1)</td>
<td>• “Echoes” words and expressions.</td>
<td></td>
</tr>
<tr>
<td>Step One (P scale 3)</td>
<td>• Expresses some basic needs using single words and gestures.</td>
<td>• Listens attentively to a short story or lesson introduction.</td>
</tr>
<tr>
<td>Step Two (P scale 5)</td>
<td>• Copies talk that has been modelled.</td>
<td>• Follows simple instructions based on daily routines.</td>
</tr>
<tr>
<td>Level One (Threshold) (P scale 7)</td>
<td>• With support is beginning to speak using single words, some telegraphic speech and gestures about matters of immediate interest in familiar settings (eg toilet now please).</td>
<td></td>
</tr>
<tr>
<td>Level One (Secure) (NC Level 1)</td>
<td>• Can extend what they say with support, eg with questions and modelling.</td>
<td>• With support and repetition understands and responds to every day comments/instructions.</td>
</tr>
<tr>
<td>Level Two (same as NC)</td>
<td>• Express ideas and opinions in whole class discussions when modelled and rehearsed.</td>
<td>• Are able to listen and respond in different contexts and to different speakers if there are clearly modelled exchanges.</td>
</tr>
<tr>
<td>Level Three (same as NC)</td>
<td>• Express ideas and opinions in whole class discussions independently.</td>
<td>• Pupils understand most conversations when the subject of the conversation is more concrete than abstract and where there are few figurative and idiomatic expressions.</td>
</tr>
<tr>
<td>Level Four (same as NC)</td>
<td>• Talks with growing confidence in an increasing range of contexts. Talk is adapted to the purpose: developing ideas, describing events and conveying their opinions clearly (scaffolded/independent) when modelled.</td>
<td>• Understands class presentations but still needs support with new or unfamiliar concepts and vocabulary.</td>
</tr>
</tbody>
</table>

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**

**Circle which applies:**

**Date:**
<table>
<thead>
<tr>
<th>QCA Level</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Step One</strong> (P scale 1)</td>
<td>• Beginning to recognise letters in Roman Script.</td>
<td>• Beginning to form letters in Roman Script.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Step One</strong> (P scale 3)</td>
<td>• Recognises that English text is read from left to right and top to bottom</td>
<td>• Uses English letters and letter-like forms to convey meaning.</td>
</tr>
<tr>
<td></td>
<td>• Can recognise own name, familiar words.</td>
<td>• Can copy or write own name and familiar words, and writes from left to right.</td>
</tr>
<tr>
<td></td>
<td>• Can identify some letters of the alphabet by shape and sound.</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Step Two</strong> (P scale 5)</td>
<td>• Beginning to associate sounds with letters.</td>
<td>• Attempts to express meanings in writing, supported by oral work or pictures.</td>
</tr>
<tr>
<td></td>
<td>• Beginning to use a variety of simple cues to predict what the text will be about.</td>
<td>• Generally writing is intelligible.</td>
</tr>
<tr>
<td></td>
<td>• Can read words/phrases learned in different curriculum areas.</td>
<td>• Shows some knowledge of sound and letter patterns.</td>
</tr>
<tr>
<td></td>
<td>• With support can follow a text read aloud.</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Level One</strong> (Threshold) (P scale 7)</td>
<td>• Can read a range of familiar words and identify initial and final sounds in unfamiliar words.</td>
<td>• Can produce recognisable letters in words in texts, which convey meaning.</td>
</tr>
<tr>
<td></td>
<td>• Beginning to establish meaning of phrases or simple sentences and use contextual clues to gain general understanding.</td>
<td>• Shows some knowledge of English sentence division and word order.</td>
</tr>
<tr>
<td></td>
<td>• Responds to events and ideas in texts which have been carefully selected.</td>
<td>• Commonly used letters are correctly shaped (size and orientation may still be inconsistent).</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Level One</strong> (Secure) (NC Level 1)</td>
<td>• Can use a knowledge of letters sounds and words to establish meaning when reading familiar texts aloud.</td>
<td>• Uses phrases and longer statements, making some use of full stops and capital letters.</td>
</tr>
<tr>
<td></td>
<td>• Can comment on events or ideas in poems, stories and non-fiction.</td>
<td>• Some grammatical patterns not secure.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Level Two</strong> (same as NC)</td>
<td>• Reading of simple texts is generally accurate and demonstrates understanding.</td>
<td>• Letters are usually clearly shaped and correctly orientated.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>• Can express opinions about major events or ideas presented in a range of texts.</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>• Uses more than one strategy to access unfamiliar words and establish meaning.</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Level Three</strong> (same as NC)</td>
<td>• Can read a range of texts fluently and accurately.</td>
<td>• Writing communicates meaning and uses interesting and appropriate vocabulary, showing an awareness of the audience.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>• Can read independently, using appropriate strategies to establish meaning.</td>
<td>• Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>• Shows understanding of main points and expresses preferences in responding to fiction and non-fiction.</td>
<td>• Simple words are usually spelt correctly. Letters are accurately formed and consistent in size.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td><strong>Level Four</strong> (same as NC)</td>
<td>• Shows understanding of significant ideas, themes, events and characters in responding to a range of texts.</td>
<td>• Writing is often organised, imaginative and clear. Text is coherent in a variety of styles.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>• Beginning to use inference, deduction and other higher order language skills.</td>
<td>• Basic grammatical structure of sentences is usually correct, with use of a limited range of tenses.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>• Refers to the text when explaining views, and can locate and use ideas and information.</td>
<td>• Common spellings and basic punctuation are usually accurate. Handwriting in joined and legible.</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>