Bristol Secondary Schools EAL Induction Pack

Support materials for newly arrived students with English as an additional language

Contents

Introduction

This pack is for use in secondary schools, to support students who are newly-arrived to the UK and speak English as an additional language (EAL). It contains advice and practical guidance on assessment and induction, as well as an adaptable programme to meet the needs of learners with EAL, which is linked to the curriculum. The programme is intended to contribute to supporting students with EAL to access the mainstream curriculum.

The resources are a result of a collaboration between four secondary schools, where best practice has been shared and contributions from a range of colleagues welcomed.

We hope that you are able to adapt these resources to meet the needs of the students with whom you are working, and that they complement the approaches that you already use when working with newly-arrived students with EAL.

The basics of working with new arrivals

All students are entitled to fulfil their potential. Students who are new to Bristol bring a range of experiences to our schools: literacy in first language, previous educational experience and links with other students from the same community will all impact on the type of support that students require. What is the best way to support students with such a range of experiences?

Thorough initial assessment; a personalised induction process; participation in mainstream lessons; a tailored series of lessons for new arrivals with EAL and subsequent English support targeted to individual language needs, will allow new arrivals to develop their English skills and understanding of the curriculum in parallel.

This means that there is a whole school approach to working with new arrivals. The induction process and resources used in lessons for students with EAL are tailored to suit the needs of the students. The cultural, linguistic and academic needs of newly-arrived students need to be considered and the positive contribution this group of students can make to the school needs to be recognised.

It is important that new arrivals see their language and culture positively reflected in school. Building partnerships with parents is an essential element of working with new arrivals.

Who are our new arrivals?

In Bristol, we have many pupils arriving from all over the world into our secondary schools. Our ethnic profile is, like the rest of the UK, constantly changing due to global forces and international migration patterns.

There is no such thing as a 'typical' new arrival. Each student has a different background and life experience. A student arriving in the UK with their family to take up employment or study staying in settled housing copes differently from a refugee escaping conflict.

The table overleaf shows the profile of our students with EAL, including recent new arrivals. A refugee is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country …' (1951 Refugee Convention). An asylum seeker is someone who has lodged an application for protection on the basis of the Refugee Convention or Article 3 of the European Convention on Human Rights.

Adapted from 'Portsmouth Induction File for New Arrivals'

Well established communities are more likely to:	Refugees and Asylum Seekers are more likely to:	Migrant workers are more likely to:
Come mainly from Bangladesh, India or China.	Come mainly from Afghanistan, Iraq, Iran, Syria, Somalia or Turkey	*Come from EU countries* (Lithuania, Latvia, Estonia, Romania and Bulgaria, Poland) *Healthcare workers* (Philippines, South Africa, Zimbabwe and Southern India) *University families* (Saudi Arabia and China)
Be part of a more established community.	Not know any other families of the same nationality/ language background if from a small community.	Be isolated on arrival but meet others in similar situations at work.
Have been born and educated here.	Have recently arrived in the UK and may never have been to school or had interrupted schooling.	Have recently arrived in the UK. Will have attended school on a regular basis, and parents often speak English.
Be part of a secure family unit.	Be separated from some family members.	Be part of a secure nuclear family unit.
Have parents who work or receive full benefits.	Live in poverty (Asylum seekers receive about 70% of income support).	Have parents who work.
Have no background of persecution or war.	Have multiple problems associated with trauma and the stress of uncertainty.	Have no history of trauma. However, if from certain countries e.g. Zimbabwe may have experience of persecution or war.
Have to translate at doctor etc if parents' English is limited.	Have to accompany parents on Home Office visits and solicitors appointments in addition.	Have parents who speak better English than they do.
Transfer to secondary school with peer group.	Have to wait until a secondary school place becomes available.	Have to wait until a secondary school place becomes available.
Have an understanding of the UK education system or gain support from the community.	Need assistance with finding a school place due to lack of support from the community.	Sometimes need assistance with finding a school place but usually find a place without support.
Live in settled housing.	Live in poor housing conditions including hostels and have to move several times in succession.	Live in settle housing but sometimes multiple occupancy in one home.
Have chosen to leave their country of origin.	Have been forced to leave their own countries, families, friends and possessions.	Have chosen to leave their country of origin.
Can choose to return to their country whenever they like but may plan to stay in the UK long term.	Hope to return to their country once conditions become safe.	Have control over whether they return to their country.

Conditions for learning

cultural implications for new arrivals

Potential challenges

- Feelings of insecurity or trauma due to prior experiences.
- Isolation and lack of friends.
- Separation from one or both parents.
- No previous schooling due to lack of opportunities in the home country.
- Different style or emphasis of education.
- Pupils may feel misunderstood and unvalued if they cannot see any of their culture or language in the classroom/school.
- Experiencing racism in or out of school.

Cultural differences – a few examples

Due to cultural differences some pupils may:

- Avoid eye contact with teachers since, in their culture, looking someone directly in the eye may have a meaning other than an acknowledgement of listening.
- Smile even when they are in disagreement with what is being communicated, or when they are being reprimanded, since in their culture, a smile is a gesture of respect.
- Nod their heads to acknowledge that you are talking to them, but this does not mean that they understand you.
- Not want to eat with other pupils, because they are not used to eating with anyone but members of their own family.
- Not answer unless they know the answer. An incorrect answer or guess may mean 'losing face'.
- Be very quiet and co-operative in the classroom. This does not mean they understand or that they do not need help.
- Feel that written work is the most important part of their work and pay little attention to oral work or related learning activities.

EAL pedagogy

Research into the development of young bilingual learners has resulted in the construction of a number of theories and principles that underpin the distinctive pedagogy for children who have EAL – students for whom the additional language being learned is also the medium of education.

The development of EAL pedagogy has been influenced by social constructivist theories and those which highlight the importance of socio-cultural and emotional factors. Students learning EAL will be affected by attitudes towards them, their culture, language, religion and ethnicity.

A distinction needs to be made between basic interpersonal communicative skills (BICS) and cognitive and academic language proficiency (CALP). Generally speaking, students learning an additional language can become conversationally fluent in the new language in two to three years, but may take five years or longer to catch up with monolingual peers in the development of cognitive and academic language.

There is research evidence that bilingualism confers intellectual advantages. It also highlights the important role of the first language in the child's learning and in their acquisition of additional languages. Once students have developed cognitive and academic language, they can transfer much of this learning to additional languages. Students benefit enormously if they are given opportunities to continue to develop their first language alongside English.

Bilingual learners face two main tasks in the school or setting: they need to learn English and they need to learn the content of the curriculum. Learning a language is more than just learning vocabulary, grammar and pronunciation; it involves using all these appropriatly for a variety of real purposes or functions. There are language functions (such as questioning, analysing, hypothesising) that students will need for mathematics, science and history. These functions are clearly linked to thinking and learning skills and should be explicitly taught. It is important to recognise that students learning EAL are as able as any other students, and the learning experiences planned for them should be no less cognitively challenging. High challenge can be maintained through the provision of contextual and linguistic support.

Contextual support for students learning EAL includes:

- Opportunities to build on previous experience
- Teacher modelling
- Use of visual aids and realia
- Key visuals such as diagrams and time lines
- Opportunities to work collaboratively in mixed-ability groups
- Opportunities to use the first language
- Planned opportunities to listen and speak in a wide range of situations across the curriculum.

Developing an additional language across the curriculum

This table shows how the principles of working with new arrivals link to classroom practice and can be included in your planning.

PRINCIPLES	PRACTICE
Understanding is supported by additional cues and engagement.	• Comprehensive input – spoken/written • Multiple cues to meaning • Seeking and getting the gist – interactive learning
Links with prior experience, knowledge and understanding.	• Mind maps • Examples related to pupils' personal experience • Cross-curricula links, recap
Language is 'context-embedded' • Related to activity • Related to a concrete situation/event/process.	• Practical demonstration, task • Concrete example, pictorial illustration
Interaction • Discussion, question and answer • With text • Between the four language modes	• Interactive teaching style; collaborative learning, group tasks • Focussed, purposeful reading • Following text read aloud, prediction; writing supported by discussion
Conceptual structure is clearly marked.	• Tasks involving restructures, re-categorising • Diagrams, time-lines, charts, graphs
Repetition of language in a variety of contexts.	• Games, structure group activities • Restructuring information e.g. to/from tables • Pupil presentations
Language modelling.	• Talk: interactive teaching • Writing: teacher demonstrating use of writing frame

Language scaffolding.	*Reading*
	  Consider illustrations, layout.
	  Guided reading, paired reading
	Writing
	  Supported redrafting, sentence stems, writing frames, lists, tables, grids
	Talk
	  Collaborative tasks, drama, games, questionnaires, pupil presentations
	Listening
	  Visual support, practical demonstration.

Feeling comfortable and settled. Social and emotional needs met – cultural identity respected – sense of belonging. Sense of progress in learning and personal control.	• Buddy system • Collaborative group tasks • Multicultural curriculum • Use of first language welcomed both socially and for learning • Target setting • Encouragement and high expectations

Guide to Assessment Levels

What is the QCA Extended scale for EAL assessment?

The QCA Extended scale for EAL assessment allows schools to assess students with EAL when they start school, set appropriate targets and monitor the progress of students. The Extended scale is an extension of the English levels currently used in primary and secondary schools. It is best practice to use this scale when assessing students at the early stages of learning English. See Appendix 1 for QCA Extended scale and Appendix 2 for a student friendly version of the scale, combined with a top sheet for recording initial assessments.

Using the QCA Extended scale for initial assessment

An assessment of students' levels in reading, writing, speaking and listening skills should be carried out during a 1:1 meeting before the student starts school. The assessor should create a relaxed atmosphere, where the student is able to demonstrate their ability. No comment should be given about the content of the answers.

Appendix 3 contains a student record sheet, which the assessor can use to ask questions to the student, to ascertain speaking and listening levels.

Reading and writing assessment materials are in appendix 4. The tasks are self explanatory and should be assessed using the QCA extended scale.

The initial assessment should provide an indication of students' abilities in English and may be used to indicate their ability in other subjects. A broad picture of their educational experience is obtained through the questions in the student record sheet. For example, if a student joining the school has attended school since the age of five in another country, they are likely to have good conceptual understandings in maths. Appendix 5 contains a maths assessment which will indicate their abilities in this subject.

Finally, it is important to review the students' progress regularly. This could be through a reassessment of progress after four to six weeks. It is important to place students with EAL in groups that match their cognitive ability rather than a reflection of their linguistic ability. This will allow students to progress more rapidly and reach their full potential.

QCA Extended scale and ESOL materials

- Step 1 to level 1 secure = beginner/elementary (Entry 1 ESOL)
- Level 2 to 3 = pre intermediate (Entry 2 ESOL, KET)
- Level 4 to 5 = Intermediate (Entry 3 ESOL, PET to FCE)
- Level 5 and above = Upper intermediate (L1/L2 ESOL, FCE to CAE)

Progress through the levels

The main factor influencing student progression through the levels at secondary school is the students' literacy in their first language: students who can read and write in their first language will progress more rapidly in English. Literacy in the student's first language needs to be encouraged and supported.

Commonly, phonics based programmes are used to teach students with EAL to read and write. Using visual aids and focussing on areas of pronunciation that are particularly challenging for students with EAL is essential.

A range of strategies will support the progress of all students with EAL:

- Links with home – parent/carer's participation in supporting students' literacy in language 1 and English has a positive impact on student progress.
- Personalised support offered to students – 1:1 and small group work at the initial stages of learning English to develop students' skills.
- Differentiated support in classes – being able to access mainstream classes.
- Opportunities to use first language when possible at school – to allow students to make links between language 1 and English

Further reading about assessment

A Language in Common: Assessing English as an Additional Language
http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/1847210732.pdf
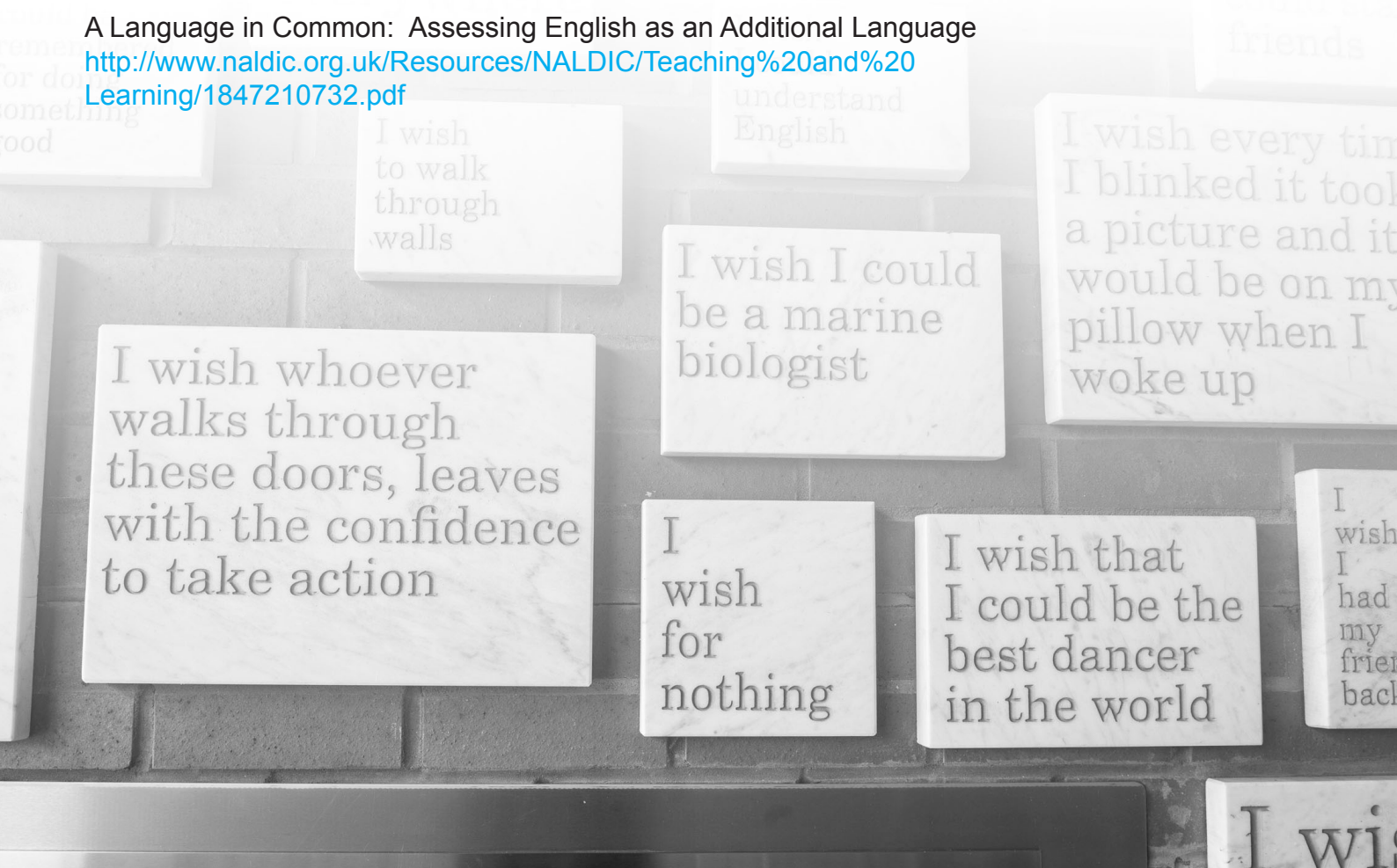
A welcome booklet for new arrivals

A systematic induction for newly arrived students will ensure that their transition to your school is smooth. All schools and academies have their own protocols and systems but the booklet developed by City Academy as part of their induction is an excellent starting point for all secondary schools.

The welcome booklet is in Appendix 6 of this pack.

The titles in bold require you to add your own information, specific to your school.

1. **Front Page and Inside Cover**
2. **Welcome**
3. **The School Day**
4. **School Uniform**
5. **PE Kit**
6. **Map of School**
7. School Subjects
8. Things you will use at school
9. Things you will be asked to do at school
10. Classroom instructions
11. **The Canteen**
12. **The Library**
13. Useful Phrases
14. Days of the week
15. **Quiz about your school**
16. Pupil questionnaire
17. Your school diary
18. Numbers 1
19. Numbers 2
20. School equipment 1 & 2
21. Subjects
22. Subjects 2
23. Subjects 3
24. Subjects 4

A curriculum pack for new arrivals

The curriculum pack for new arrivals has been developed by EAL teachers from four different secondary schools in Bristol. The course is based on best practice from the North London case study below. Although the case study focuses on students in Key Stage 3, the induction course we have developed provides a useful foundation for students who join in Key Stage 4 too. It is important to adapt the content of the course to suit the needs of students who have joined your school.

The curriculum pack is in appendix 7.

We have collaborated with colleagues from different curriculum areas.   We have found out the most important skills and vocabulary knowledge necessary for newly arrived students to access the curriculum. We have then devised lesson activities and resources that can be used over two lessons for each subject. We suggest that the course runs on a rolling programme.

We recommend that you share the induction materials we have produced with your own school's subject teachers and adapt them to suit additional or different suggestions from colleagues.

We have also included an opening section on general basic and school based information and vocabulary, which can be used throughout the course.

Students who are newly arrived will bring a range of skills, abilities and experiences. From sharing our own practice we have found that each of our schools has different staffing and provision for students with EAL. Thus, we have not been too prescriptive with how the induction course should be delivered. It could be taught over 12 weeks of two lessons per week or adapted into whatever your own school can provide.

The entry criteria for the induction course that we suggest are that the students have been in the UK for less than a year and are working at below NC level 2 in English. You may wish to develop your own exit criteria, perhaps based around achieving targets that have been set for individuals.

For each lesson there are teaching notes with suggested activities and a variety of resources that aim to cater for different levels of ability. We have also found several useful free resources on the Internet. Although these are freely downloadable by 'end users', we are not permitted to publish them in our pack due to their copyright terms of use. However, we have listed the web links from which you will be able to download the resources yourselves. The Internet resources that are included have come from websites where permission has been granted to use them for this pack.

The lessons do not include activities specifically for teaching phonics for reading and it is assumed that this will be covered through alternative interventions.

Supporting new arrivals at Key Stage 3

Pupils learn English best in a whole-class situation with access to models of fluent English and by hearing the interactions of their peers around them. An induction programme that is developed to facilitate the settling-in period should neither prevent wider access to the
curriculum nor prevent the opportunity for new arrivals to learn from their peers. Induction arrangements should always be viewed as a short-term initiative to ease the transition to mainstream and not as an alternative form of education in itself.*

Criteria for induction courses

When planning to develop an induction course for newly arrived pupils at secondary level, it is important to note the following requirements.

•   Induction courses require a clear, shared rationale.
•   Courses should be time limited.
•   There should be clear entry and exit procedures
•   There should be detailed, accurate baseline assessment.
•   Progress should be monitored continuously and end of course assessments shared with mainstream teachers.
•   Intended outcomes of the course should be SMART (Specific, Measurable, Achievable, Realistic and Time scaled)
•   The programme should be delivered by teachers with a sound understanding of second language acquisition.
•   As part of a review of provision, pupils should be consulted to judge their post-course satisfaction.
•   The course should be supported by strong leadership from the senior management team.
•   The course should be directly linked to learning in the National Curriculum to avoid decontextualised language activities.
•   Parents should be informed of the provision and the outcomes in an accessible manner.
•   Pupils' achievements should be celebrated and rewarded

Pupils arriving in school in Years 7–9 have the opportunity to benefit from access to a mainstream education and to achieve well at GCSE. Indeed, many such pupils outperform their peers by the age of 16. To ensure rapid integration and progress for new arrivals, schools will need to put in place induction procedures that are clear and sufficiently flexible to take account of the usual wide variety of previous education experiences.

There are a number of different models of inclusive induction including:

•   full integration into the mainstream from day one, ideally with EMA support in class;
•   short-term induction where the pupil remains with EMA staff for a two-day settling-in period then join mainstream class full-time with in-class support;
•   medium-term induction where the pupil is withdrawn from some classes for induction sessions, for example one hour a day for a limited period.

*In 1986 Calderdale LA was found guilty under the Race Relations Act of discriminatory practice for educating some groups of pupils within separate units thus denying those pupils access to mainstream education.

Meeting the needs of new arrivals: a guide for secondary schools

Medium-term induction

A large secondary school in north west London has developed an induction course for Key Stage 3.The course runs for two hours per week for 12 weeks. To be eligible for the course pupils must have been in the UK for less than one year and be working at lower than National Curriculum level 2. For these two hours pupils will be offered a 'taster' of mathematics, English, science, history, design and technology, geography, drama, personal, social and health education and art. Each two-hour unit is subject-specific and key vocabulary is used. The emphasis is on speaking and listening but all four language skills are employed. The EMA coordinator contacts heads of department requesting very specific contributions to the induction course. This requires subject teams to consider the language demands of their curriculum area. Each department needs to provide examples of very specific key skills and concepts that can be delivered in a two-hour period which personalises the course content to each school. The EMA team, working closely with mainstream colleagues, then make the appropriate materials for that subject.

The course operates on a rolling programme, so a new eligible pupil can join at any time and complete the 12-week course. There are pre- and post-course questionnaires for the pupils to complete in order to ascertain pre-course aspirations and post-course satisfaction. This highlights the importance of pupil participation and hearing the new arrival's voice. Pupils are assessed at the start and end of the course using the National Curriculum Language in Common English levels and this is disseminated to mainstream staff and parents. As pupils graduate from the course they receive a certificate of achievement awarded in assembly as the school celebrates their success and a letter home in translation to parents.

See DVD: New Arrivals Excellence Programme (NAEP) Case study 4 (www.standards.dcsf.gov.uk/newarrivals)

Points for reflection

•   What induction support does your school currently offer and how effective is it?
•   How could you take aspects of the models above and use them in your context?

If you already have an induction course:

•   Is the induction course in your school delivered by someone with a sound knowledge of second language acquisition?
•   Are materials developed for the induction course done so in collaboration with subject teachers in order to develop their awareness of the language demands of their subject?

Extracts from 'New Arrivals Excellence Programme Guidance'
This course is underpinned by the 'New Arrivals Excellence Programme Guidance' published by the DCSF in 2007. The extracts from the publication below (pages 41-42) illustrate the importance of establishing clear criteria for an induction course and provide a useful case study of a medium term induction course.

Useful links for EAL

1.	New EMAS website for Bristol and the unitary authorities that used to be Avon
https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx

2.	EAL posters in a variety of languages
http://www.the-treasure-box.co.uk/Pages/FreeResources.aspx

3.	Useful EAL assessment materials and other resources and guidance for EAL
www.realproject.org.uk

4.	Good for Maths
http://www.emaths.co.uk/index.php/4-teachers/other-resources/eal

5.	A website which translates Shakespeare play synopses into different languages
http://www.shakespeare4kidz.com/synopsis-s4k-romeo-and-juliet.html

6.	School letters in different languages
http://www.primaryresources.co.uk/letters/index.htm

7.	Free differentiated worksheets suitable for EAL/SEN students
http://www.senteacher.org/
http://www.primaryresources.co.uk/eal/eal.html

8.	Free resources and games – colourful visuals to support Literacy, Numeracy and Science
http://www.communication4all.co.uk/HomePage.htm

9.	Free worksheets and activities for EAL students on grammar and other things
http://busyteacher.org/

10.	Free online Maths games – simple, so good for new arrivals
http://www.primaryinteractive.co.uk/

11.	Free Maths worksheets
http://www.math-aids.com/Graphing/Coordinate_Plane_Graph_Paper.html

12.	Excellent wordsearch generator – subject keywords which can be edited
http://www.senteacher.org/worksheet/1/WordSearchCreator.html

13.	Basic sheets and games for introductions and other topics
http://www.anglomaniacy.pl/printableExpressions0.htm

14.	Useful for EAL and general resources
http://www.tes.co.uk/teaching-resource/Science-Equipment-flashcards-6101538/

15.	A website that has useful words and phrases translated into several different languages
http://www.newburypark.redbridge.sch.uk/langofmonth/resourcepacks.html

16. A primary school website which has several excellent links for EAL
http://fairfields.hants.sch.uk/network/ealwebsites.html

17. Website with early general language activities
http://myweb.tiscali.co.uk/beginners/step_1.htm

18. Survival guide – this is an interactive activity which teaches basic school phrases and vocabulary
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/community_lang/eal_survival/english/index.htm

19. Flashcards and free printables on several topics for language skills
http://www.mes-english.com/flashcards/senses.php
http://www.scanningpens.co.uk/exam-pen.php

Useful Software for EAL students

Wordshark Phonics and Numeracy – http://www.wordshark.co.uk/index.aspx

Nessy – Phonics programme including grammar and vocabulary games and worksheets
http://www.nessyshop.com/category-s/2.htm

Communicate in Print – creates 'widget' symbols as you type for making visuals e.g. worksheets, flashcards and display materials http://www.widgit.com/products/inprint/index.htm

Handwriting for Windows – software with fonts for cursive and dotty cursive writing. You can create worksheets to practise handwriting for keywords http://www.kber.co.uk/hfw30.htm

Reading pens are now approved by JCQ for GCSE exams. It has been difficult to get a reader for EAL students but reading pens can be used by any student as no permission is required. The only downside is that they are quite expensive.

Further information regarding New Arrivals

New Arrivals Excellence Programme Guidance
New Arrivals Excellence Programme Guidance published by the National Strategies in 2007. The guidance is divided into secondary and primary sections.

New Arrivals Excellence Programme CPD
New Arrivals Excellence Programme CPD training modules published by the National Strategies in 2008. The training is divided into secondary and primary sections.

Bristol Secondary Schools

EAL Induction Pack Appendices

Resources to photocopy

QCA Extended Scale
Listening and speaking

Step 1	Pupils listen attentively for short bursts of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom. Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.
Step 2	Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cues, including illustrations. Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.
Level 1 (Threshold)	With support, pupils understand and respond appropriately to straight forward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class. Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.
Level 1 (Secure)	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation. Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.
Level 2	Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.
Level 3	Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4	Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.
Level 5	Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They begin to use standard English in formal situations.
Level 6	Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.
Level 7	Pupils are confident in matching their talk to the demands of different contexts. They use vocabulary precisely and organise their talk to communicate clearly. In discussion, pupils make significant contributions, evaluating others' ideas and varying how and when they participate. They show confident use of standard English in situations that require it.
Level 8	Pupils maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion. They show confident use of standard English in a range of situations, adapting as necessary.

QCA Extended Scale

Reading

Step 1	Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.
Step 2	Pupils begin to associate sounds with letters in English and to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support, they can follow a text read aloud.
Level 1 (Threshold)	Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support, they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.
Level 1 (Secure)	Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.
Level 2	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
Level 3	Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
Level 4	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They begin to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

QCA Extended Scale
Writing

Step 1	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
Step 2	Pupils attempt to express meanings in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sound and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
Level 1 (Threshold)	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
Level 1 (Secure)	Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly orientated.
Level 2	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
Level 3	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately. Handwriting is joined and legible.
Level 4	Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatical complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

Student friendly QCA descriptors

Speaking

Step 1	• I can use yes and no • I can greet others – hello, goodbye • I can answer my name on the register • I can say key words - classroom, hall, toilet • I can use single words to say what I need • I can say the food I like/dislike
Step 2	• I can copy talk that someone else has said • I can start a conversation • I can use simple words and phrases • I know some word order in English - I go toilet • People can usually understand what I say
Level 1 (Threshold)	• I can talk about things I am interested in • I can answer questions about my learning • I can talk about ideas in written texts • I can give some reasons for answers, with support • People can understand what I say • I use the present tense • I make mistakes with word endings
Level 1 (Secure)	• I can tell people some of my opinions and ideas • I can work with classmates in pairs and small groups without support • I can connect ideas with 'because', 'so' and 'then' • People understand what I say and are interested in my ideas
Level 2	• I can take part in most classroom talk, but may misunderstand some complex questions • I join in group discussions • I can speak to the whole class • I can use specialist vocabulary for my subjects • I can include some details • I can recognise when more formal vocabulary and tone is needed • I use appropriate intonation
Level 3	• I can tell others about a subject I have learned • I use appropriate vocabulary, although this may not be very wide • I try to use adventurous language but may make mistakes sometimes • I can ask relevant questions and make comments • I am beginning to understand standard English
Level 4	• I can talk confidently in a range of contexts • I re-tell stories using rich narrative and imagery • I use vocabulary and grammar for effect • I use a variety of sentence structures • I can use standard English vocabulary and grammar

Student friendly QCA descriptors
Listening

Step 1	• I watch others and may copy some words • I understand when people are talking to me • I may respond with gestures (nod, smile) • I may remain silent • I may use my language to respond • I can concentrate for a short time • I can respond to some instructions – sit down • I know some classroom objects
Step 2	• I can listen for longer • I can understand simple conversations, if there are clear contextual clues • I can carry out tasks or follow instructions • I can understand a teacher with lots of visual support and repetition
Level 1 (Threshold)	• I can listen attentively • I can listen to the teacher in class, with support • I can listen and respond in different contexts if there is a clear model • I can follow different speakers
Level 1 (Secure)	• I can follow what people say, picking up clues from action and talk • I can listen to a sequence of instructions • I can listen to explanations • I can take turns in conversations and usually make appropriate responses • I still may need visual clues • I can learn vocabulary from hearing it
Level 2	• I can listen with more confidence • I can understand most classroom exchanges, but may misunderstand some complex questions • I can listen in assembly • I make appropriate responses in conversations • I can hear different tones of voice and formality
Level 3	• I can understand class presentations • I can understand main points from presentations or discussions • I listen confidently in some different contexts • I can show I have listened carefully by making relevant comments or asking questions
Level 4	• I can listen confidently in a range of contexts • I listen carefully, making relevant contributions and asking questions that respond to others' ideas and views.

Student friendly QCA descriptors
Reading

Step 1	• I can read my name • I can recognise some words or symbols in context eg. BMA • I know English print is read from left to right and from top to bottom • I know how to open a book the right way up and follow a section of print • I can take part in some reading activities • I can recognise some letters of the alphabet by shape and sound
Step 2	• I can recognise and name most letters of the alphabet • I can use sound-symbol correspondence • I can read whole words and phrases learned in the curriculum • I can follow a simple text read aloud with support (visuals, prior discussion) • I can use some reference material with support
Level 1 (Threshold)	• I recognise and know the sounds of most letters of the alphabet • I can read a range of familiar words • I can read a sentence aloud and understand it, with support • I can sound out unfamiliar words • I use contextual clues to help me understand unfamiliar words • I can respond to ideas and events in poems, stories and non-fiction • I may find it hard to understand longer pieces of simple text
Level 1 (Secure)	• I can follow an age-appropriate text with support (visuals, prior discussion) • I can read some parts of an age-appropriate text accurately • I am starting to use different strategies to understand text (sounding out letters, visuals, familiar parts of words) • I respond to different texts by answering simple factual questions, saying what I think, or making links with my experience)
Level 2	• I am starting to read fiction and non-fiction without support • I can read short passages of text accurately • I can answer teachers' questions about main points in a text • I use different strategies to understand text (phonic, graphic, syntactic and contextual)
Level 3	• I can find information in an age-appropriate text • I can make simple inferences from the text • I understand main points and can express preferences • I can coordinate reading strategies to read accurately • I can read sentences with complex subject-verb-object patterns
Level 4	• I can respond to significant ideas, themes, events and characters in a range of texts • I can understand the effect of different types of language • I start to use inference and deduction • I can refer to the text when explaining my view • I can locate and use ideas and information

Student friendly QCA descriptors
Writing

Step 1	• I use English letters and letter-like forms • I may write using elements of my first language • I may write from left to write and from top to bottom of the page • I can copy my name and some familiar words • I can write my own name and some familiar words by myself
Step 2	• I can use letter strings and simple words in English with meaning • I can use phonic and visual patterns to spell simple words • I can write words linked to a visual text - labelling • I can read some of my writing; my teacher can read some of my writing • I may use full stops
Level 1 (Threshold)	• I understand that words and sentences are divided and ordered • Other people can read my writing • My spelling may not follow English patterns • My letters are formed correctly but may not be the same size and orientation
Level 1 Secure	• I can write phrases and sentences; simple sentences have full stops/ capitals • I can spell familiar words accurately; my letters are accurately formed • I know basic differences between writing fiction and non-fiction • I may use connectives like 'and' • I use basic grammar and sentence patters (subject-verb-object) • I may make mistakes with subject-verb agreement • I can use different forms eg. letters, narratives, diagrams
Level 2	• I can write accurately and legibly for other people to understand • I can write for different purposes; I may write the way I speak • I use a range of connectives • I spell simple words correctly and make realistic guesses of others • I use capital letters and full stops • I can use more complex sentences with some grammatical errors
Level 3	• I can write at length; my writing is organised, imaginative and clear • I use different forms of writing and choose words for variety and interest • I may try be adventurous with vocab, and use key words taught in class • I use cohesive techniques like pronouns, time sequences, connectives • My spelling of common words is usually accurate • I may rely on one tense or have minor grammar errors in tense, use of pronouns, subject-verb agreements • I use full stops, capital letters and question marks • My handwriting is joined and legible
Level 4	• My writing in a range of forms is lively and thoughtful • I choose adventurous words and use words for effect; I choose adventurous words and use words for effect; • I can use complex sentences correctly; I can use complex noun phrases • I can use a variety of tenses appropriately and generally correctly

EAL Student Record

Date:

Year group:

Student surname	First name
DOB	Male/female
Other siblings/family in school	

Name of parent/carer(s)		
Languages spoken		Interpreter required?
Name of emergency bilingual contact	Phone	Relationship

Country/ies lived in			Date of arrival in UK
Previous educational experience/Language of instruction			

Languages understood	Speaking	Reading	Writing
L1:	Fluent Good Basic X	Fluent Good Basic X	Fluent Good Basic X
	Fluent Good Basic X	Fluent Good Basic X	Fluent Good Basic X
	Fluent Good Basic X	Fluent Good Basic X	Fluent Good Basic X
Self assessment of English	Fluent Good Basic X	Fluent Good Basic X	Fluent Good Basic X
Do you attend a supplementary school?			
Information received from previous school	E M	Sight	Hearing

How have you learned English to date?		
Any medical/other issues which may impact on attendance/punctuality?		SEN support identified
Favourite subjects	Interests/hobbies	Student concerns

Date of assessment	Assessment		Tested by:
	Level		Comments
Speaking	S1 S2 L1T L1S L2 L3 L4 L5+		
Listening	S1 S2 L1T L1S L2 L3 L4 L5+		
Reading	S1 S2 L1T L1S L2 L3 L4 L5+		Reading Age: Spelling Age:
Writing	S1 S2 L1T L1S L2 L3 L4 L5+		
Overall level	S1 S2 L1T L1S L2 L3 L4 L5+		
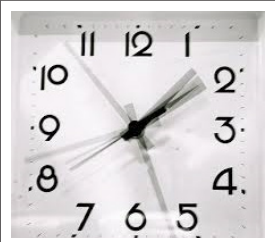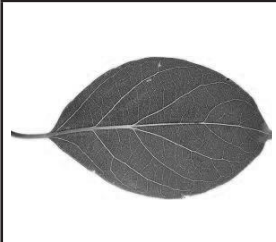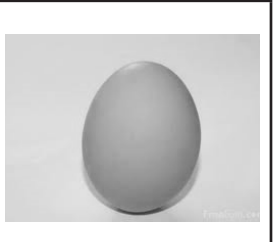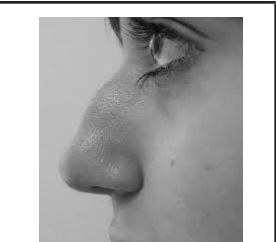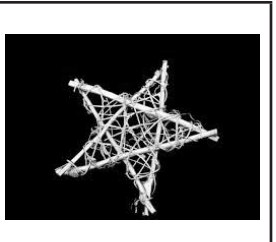
EAL support recommended	Review date
Family strategies/input recommended	

Signed: ....(EAL dept

Signed: ....(parent/student))

Reading assessment step 1 – step 2

Draw an arrow to match the word and picture

arm	baby	window	apple	bag
ball	boat	clock	cow	dog
egg	river	fork	house	leaf
money	Nose	table	star	pencil

Students able to complete this activity are working at a step 2 and above.

Reading assessment 2

The Wind and the Sun

It was an autumn day. The Wind and the Sun were arguing.

The Wind said, "I am stronger than you."

"No, you are not," said the Sun. "I am more powerful than you.'

Just then, they saw a man in a big coat walking on the road. The Wind said, "Whoever makes the man take off his coat is the stronger. Do you agree?"

The sun said, "Okay. First you try."

The wind started blowing. The traveller held his coat around him. He blew harder. The man held his coat firmer. He blew still harder. The man held his coat tighter. The harder the wind blew the tighter and firmer did the man hold his coat. The wind failed.

It was the Sun's turn. The sun smiled gently at the man. The man stopped holding his coat tightly. The sun smiled warmly. The man felt the warmth and soon took off the coat.

The sun was declared stronger.
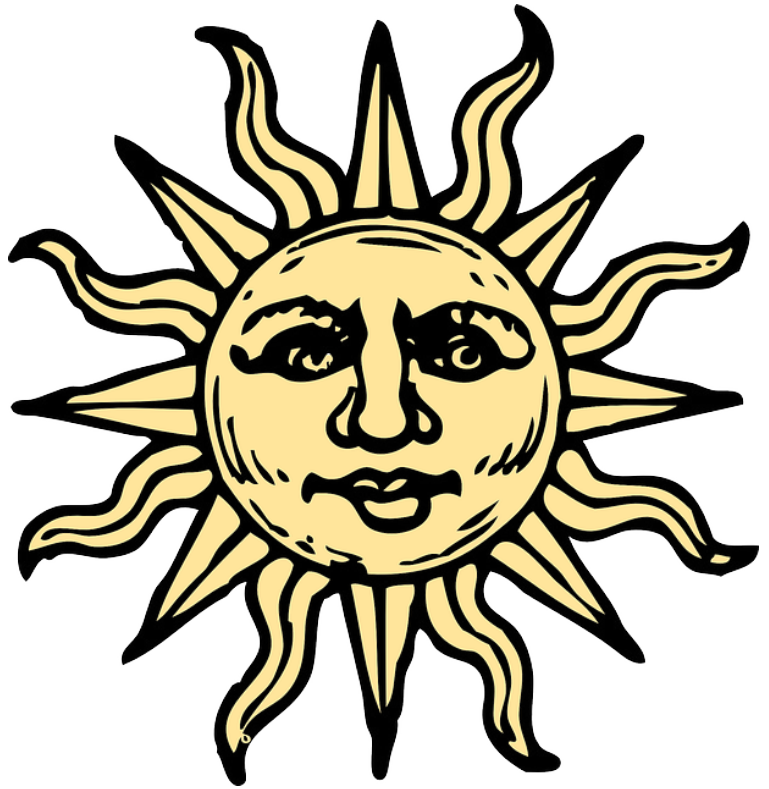
Questions

1. What was the season when the story was written?
2. Why were the Wind and the Sun arguing?
3. How did the Wind and the Sun try to decide who was stronger?
4. What can we learn from this story?

Students working at level 1 – 2 may be able to answer some of the questions above. The last one uses inference and is quite tricky!

Reading assessment 3

Wolves

The grey wolf is a mammal and is the ancestor of the domestic dog.

Adult wolves are usually 1.4 to 1.8 metres (4.6 to 5.9 ft) in length from nose to tail depending on the subspecies. Wolves living in the far north tend to be larger than those living further south. As adults they may weigh typically between 23 to 50 kilograms (51 to 110 lb).

Wolves usually measure 26–38 inches at the shoulder. Wolves have fur made up of two layers. The top layer is resistant to dirt, and the under layer is water resistant. The color of their fur can be any combination of grey, white, red, brown, and black.

LINEART © JENNETTE BROWN
HTTP://SUGARPOULTRY.DEVIANTART.COM

Wolves live in groups called "packs". The members of the pack are usually family members, often just the parents and offspring. Wolves that are not family may join if they do not have a pack of their own. Packs are usually up to 12 wolves, but they can be as small as two or as large as 25. The leaders are called the alpha male and the alpha female. Their territory is marked by scent and howling; they will fight any intruders. Young wolves are called 'pups' or 'cubs'. Adult females usually give birth to five or six pups in a litter.

Wolves make a noise called a howl. They howl to communicate with each other from long distances and to mark the edges of their territory. Wolves have a complicated body language. Wolves can run very fast and far. A wolf can run 20-30 miles in 1 day.

Questions

1. Is a wolf a mammal?
2. How long are adult wolves?
3. What are young wolves called?
4. How do wolves communicate?
5. Complete the table about wolf fur:

Layer	Resistant to...
Top	
	Water
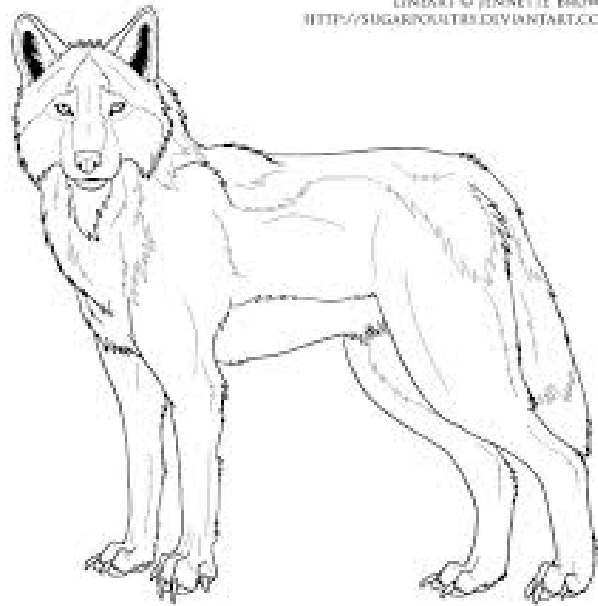
Students who are able to complete this reading activity are working at a level 3 and higher.

Reading assessment 4

Nelson Mandela is seen as one of history's most inspirational figures. He became his country's first black president after spending 27 years in jail and is held up as one of the greatest leaders the world has ever seen.

Mandela was one of the few black people in 1950s South Africa to receive an education and become a lawyer. When Nelson Mandela was a young man, white and black people in South Africa lived separate lives under a system called apartheid. White people, who were a small part of the population, were in charge of the country. It was illegal for black people to use the same schools, hospitals, and even beaches as white people. Conditions in whites-only schools and hospitals were much better. Black people were also deniedi basic rights - like being allowed to vote in elections. But Nelson Mandela believed that everybody should be treated equally.
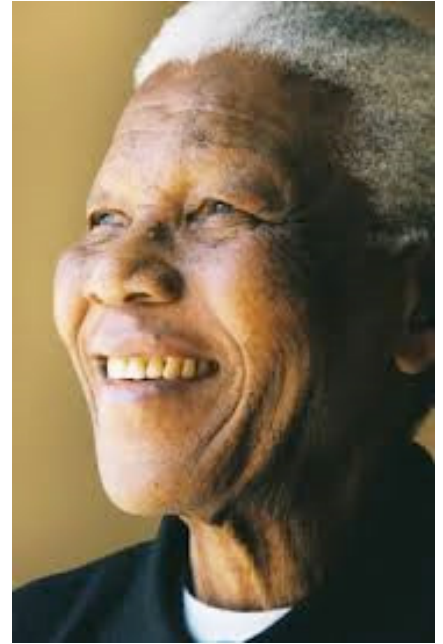
Mandela joined a political party called the African National Congress (ANC) and later co-founded the ANC Youth League, leading protests against apartheid. Sometimes the demonstrations turned violent and in 1964 Mandela was sentenced to life in prison on Robben Island. While Mandela was in prison photos of him were banned and it was even illegal to quote him in public. But people from all over the world campaigned for his release. Songs were written and big concerts were held in protest.

Finally in 1990 the South African President FW de Klerk - a white man - allowed him to go free. Mandela had spent 27 years in jail and was greeted as a hero on his release. Mandela is famous for promoting a message of forgiveness and equality.
Apartheid was abolished in 1991, and three years later South Africa held its first elections in which black people, as well as white, were allowed to vote.

Nelson Mandela was elected President and set about trying to bring people of different races together. In 1993 he was awarded the Nobel Peace Prize - the highest honour of its kind - for his work.

In 1995 South Africa held its first major sports competition, the Rugby World Cup. Mandela gave his support to the South African team, made up mostly of white men, which helped to unite the country. He became one of the world's most popular leaders, with politicians and celebrities queuing up to have their photo taken with him.

Questions

1.   Why was Nelson Mandela imprisoned?

2.   What was Nelson Mandela's message?

3.   What prize was Nelson Mandela awarded?

4.   When was apartheid abolished?

Students able to complete this task are working at a level 4 and above.

Reading assessment 5

John Steinbeck's 'Of Mice and Men'

CHAPTER 1

A FEW MILES south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan mountains, but on the valley side the water is lined with trees - willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of 'coons, and with the spread pads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

There is a path through the willows and among the sycamores, a path beaten hard by boys coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water. In front of the low horizontal limb of a giant sycamore there is an ash pile made by many fires; the limb is worn smooth by men who have sat on it.

Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray, sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

Questions

1.   What time of day is it in this description?

2.   Which creatures are mentioned in the opening of the chapter?

3.   How has a path appeared in the scene?

4.   How does the language used by Steinbeck produce a picture in the mind of the reader?
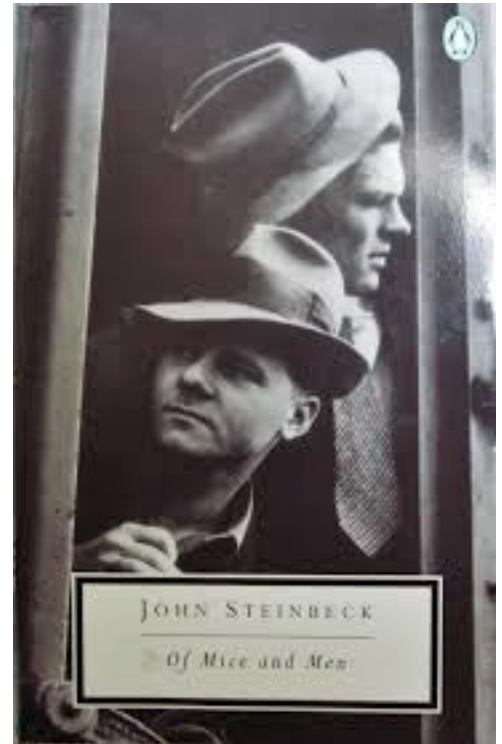
Students able to complete this task are working at a level 5 and above.

Writing assessment 1

Fill in the gaps

a _ _ d _ f g _ _ _ k _ m n _ _ _ _ s t _ v _ x _ z
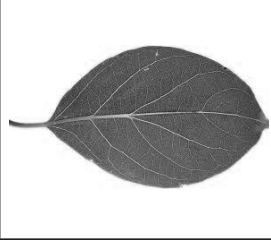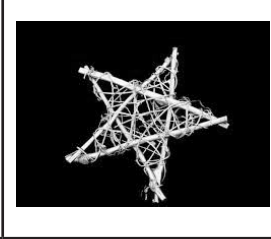
A _ _ D _ F G _ _ _ K _ M N _ _ _ _ S T _ V _ X _ Z

Students who are able to complete this activity are working at a step 1 – step 2 and above.

Writing assessment 2

a_ _le	b_ _	_ a_ y	w_ _d _ _	a _ _
c _ _	cl_ _ _	_ _ _ l	_ o _	b _ _ t
l _ _ f	_ _ _ s e	r _ _ e r	f _ _ k	e _ _
_ e n _ _ _	t _ _ l e	n_ _ e	m _ _ _ y	_ _ _ r

Students able to complete this activity are working at a step 2 and above.

Writing assessment 3

Finish the sentences.

1. I am a _____.

2. Yesterday, I _____.

3. Last week the boys played _____.

4. If I won a million pounds, I would _____.

5. Next week, I am going to_____.

6. She would like a _____.

7. What is _____?

8. The girls _____.

9. The car is _____

10. I like _____.

Students who are able to complete this activity with legible writing and demonstrate the ability to write recognisable words are working at a level 1 -2.

Writing assessment 4

Look at the four pictures below, then write a story about what happens.
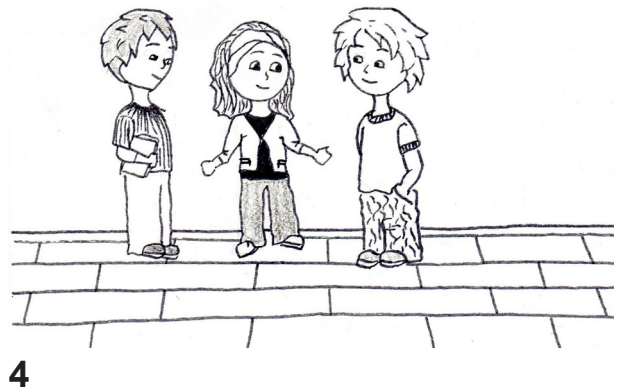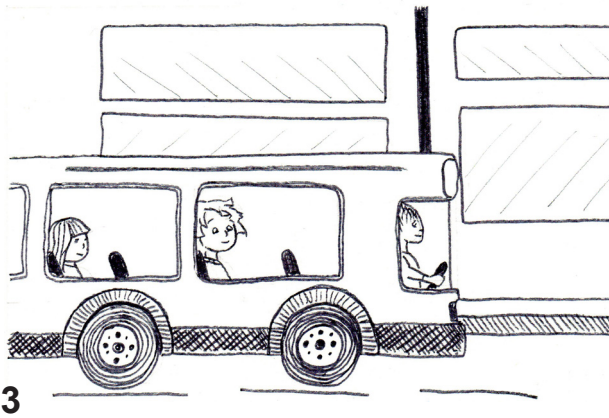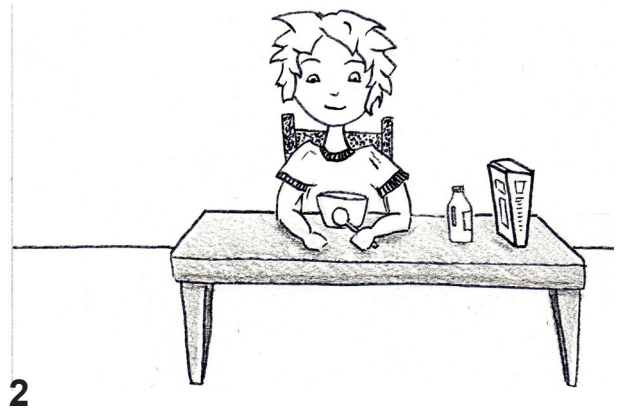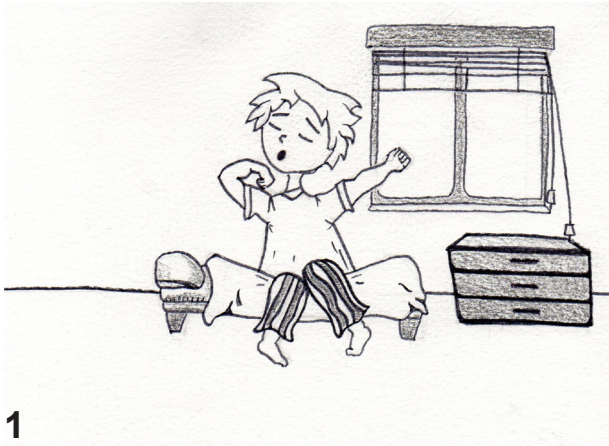
Students will show their work at a level 2 – 3 depending on the amount of detail that they use.

Writing assessment 5

Describe a place that you know well. This could be a park, a place that you like to visit, somewhere that you have lived, your bedroom or your garden.

The place I will describe is ………………………………………………………………..

_____

_____

_____

_____

_____

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_____

_____

_____

Mathematics assessment

1) Fill in the empty boxes

1		3	4			7			10			13		15

2) Do the sums:

a)	3 + 4 =
b)	10 - 8 =
c)	2 x 7 =
e)	20 ÷ 5 =
f)	759 x 3 =
g)	250 ÷ 5 =
h)	2.14 + 3.4 =

i)
$$\begin{array}{r} 258 \\ 187 \\ +356 \\ \hline \end{array}$$

ii)
$$\begin{array}{r} 258 \\ -169 \\ \hline \end{array}$$

Fill in the boxes:

1) 3 + ⬜ = 7

2) 5 - ⬜ = 3

3) 4 x ⬜ = 16

4) 25 ÷ 5 = ⬜

Mathematics assessment answers

1) Fill in the empty boxes

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

2) Do the sums:

a)	3 + 4 = **7**
b)	10 - 8 = **2**
c)	2 x 7 = **14**
e)	20 ÷ 5 = **4**
f)	759 x 3 = **2277**
g)	250 ÷ 5 = **50**
h)	2.14 + 3.4 = **5.54**

i)
```
   258
   187
 +356
  801
```

ii)
```
  258
 - 169
   89
```

Fill in the boxes:

1) 3 + [4] = 7

2) 5 - [2] = 3

3) 4 x [4] = 16

4) 25 ÷ [5] = 5

When a pupil has successfully completed the tasks above, they will be able to move on to NC Level questions from your mathematics department.

Welcome booklet for new arrivals

Also available as a downloadable word document from the website

Insert name of school and pictures here

Welcome Pack and Information for New Arrivals.

New Arrivals.

Hello.

Welcome to (name of school).

In this book you will find some information about the school and some English words and phrases you might need to use.

If you need any more information, please ask someone at the school to help you.

School phone number
(insert number)

(insert website)

Welcome to (insert name of school)

My name is

_____

I am in _____ house

My Learning Facilitator is

_____

My SO number is

_____

My computer log in is

_____

My EAL classes are on

Week A _____

Week B _____

The School Day

(insert details of school times – lessons, break, lunchtime etc)

School Uniform- What to Wear to School

(insert labelled pictures of school uniform and any important rules e.g. no trainers)

<u>P.E. Kit</u>

(insert labelled pictures of PE kit and any important rules e.g. no jewellery)

Map of school

(insert map)

School Subjects- What We Learn at (name of school)

English

Spanish

EAL

Mathematics (Maths)

ICT

Science
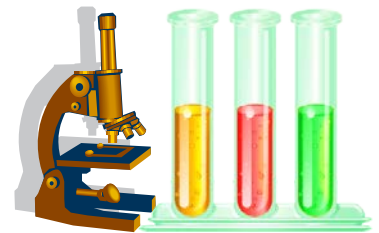
History

Geography

Religious Studies

Enterprise

Catering

Film

THE END

Product Design
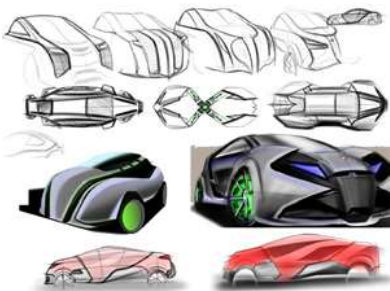
Art

Photography
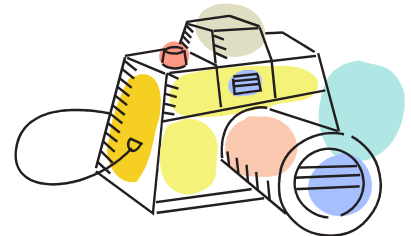
Textiles

Physical Education (PE)

Music

Learning Family

Things You Use at School.

Pen

Pencil

rubber/eraser

ruler

coloured pencils

Bag

book
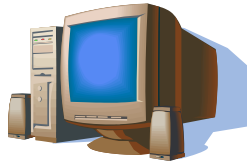
computer

table/desk

Chair
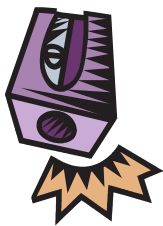
pencil sharpener

glue stick

cellotape/sticky tape

compass

scissors

paperclip

board

paper

calculator
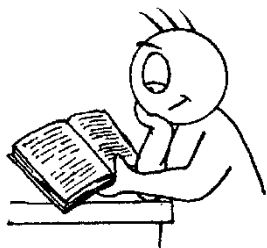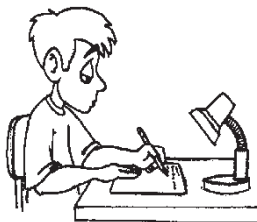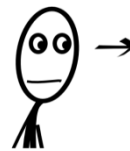
To read.　　　　　To write.　　　　　To look.

To sit down.　　　To stand up.　　　To listen.
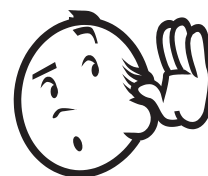
Your teacher might ask you;

To write the date- 21st January 2012

To Underline a word.

To ⬭word.

To ~~cross out~~ a word.

To copy something – _To Copy_

Something.

Teacher says…................

Do your work!

Sit down!

Open your book!

Write this down!

Stand up!

Listen please!

Get a pencil out please!

Close your book!

Quiet! No talking.

Write your name please.

Put your hand up please.
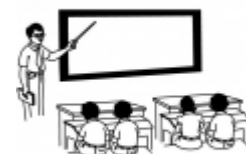
Look at the board.
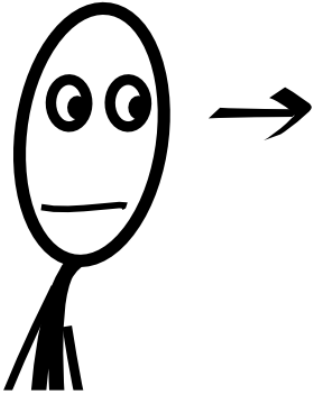
Look at
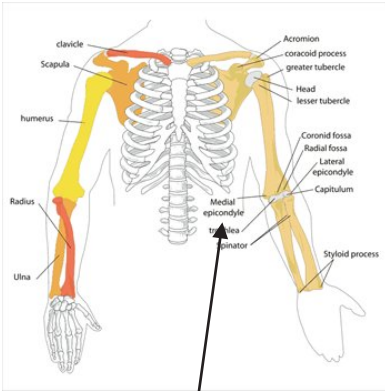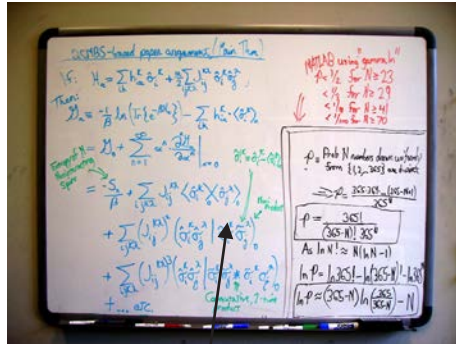
the diagram   the board   the picture
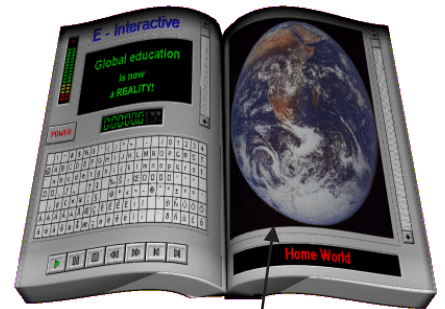
The Canteen

In the canteen you can eat breakfast and lunch.

(insert picture of canteen)

You can buy...
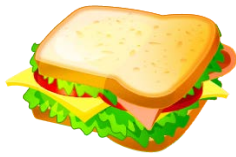
Sandwiches	Toast	Chocolate bars
Salads	Crisps	Jacket potatoes
Drinks	Fruit	Cereals

and more....

Useful Phrases and Words for The Canteen

Hello. What would you like?

Can I have...... please?

How much is it?

It's .... please.
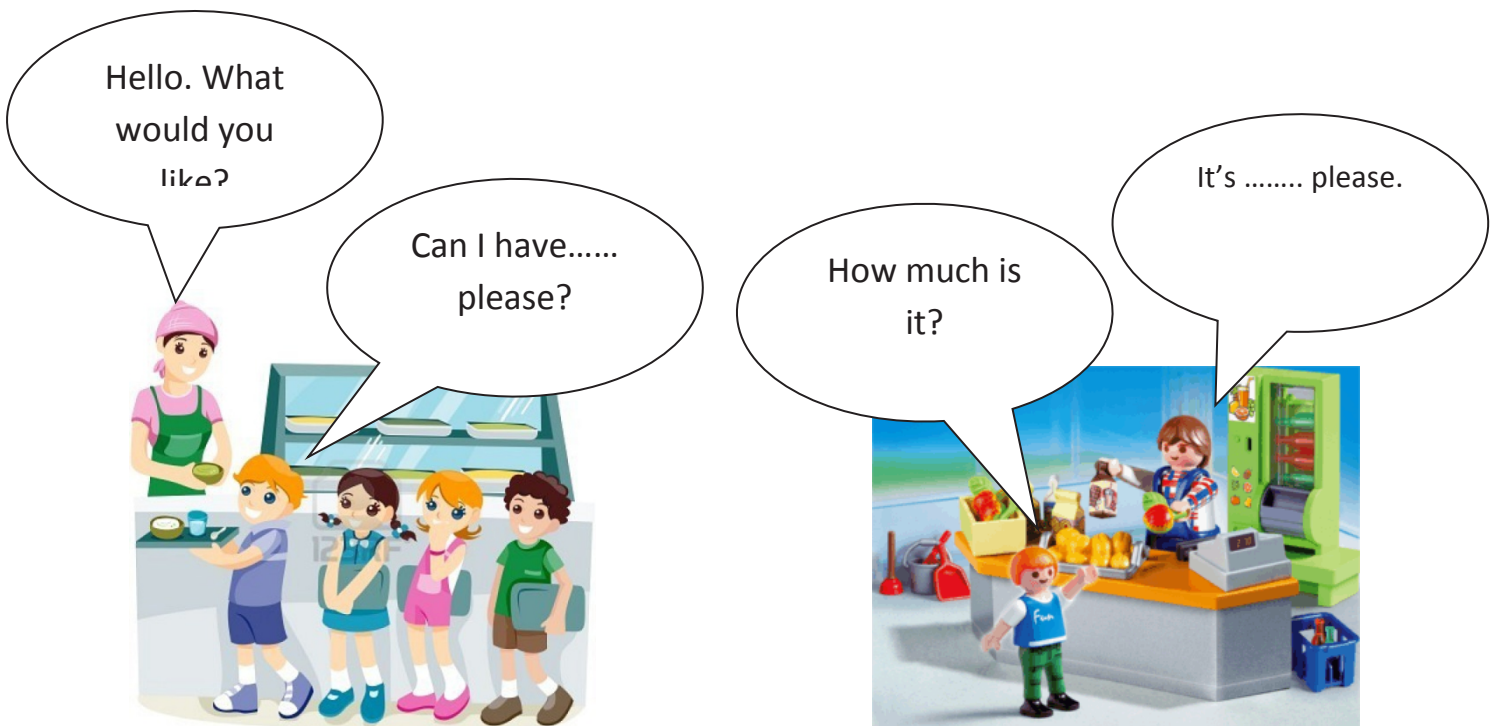
Excuse me, I need a knife/fork/spoon/tray….

Ok, I will get some.

Spoon **Fork** **Knife**

Cup

Tray

Napkins/Tissues

The Library

You can go to the library before school, after school, at break time and at lunch time.

- In the library you can use the computers.

- To use the computer you have a "Username" and "Password".

Write your username here ....

- In the library you can find books.

To take a book you have to (**insert protocol)**.

Useful Phrases for The Library

I'd like to borrow this book, please.

When is it due back?

I'm looking for....

Useful Phrases

Hello.

Goodbye.

Please.

Thank you.

How are you?   I'm fine thank you.

Personal Information

What's your name?

How old are you?

Where are you from?

What's your address/telephone number?

Useful phrases for school

Sorry, I'm late.

I don't feel very well.

I don't know where my classroom is.

Can I borrow (a pen) please?

I don't have my book.

What time is it?

My name is…

I'm ……… years old

I'm from ……..

My address/telephone number is ……

Days of the week	Numbers

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Months of the Year

January

February

March

April

May

June

July

August

September

October

November

December

Numbers

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

11 eleven

12 twelve

13 thirteen

14 fourteen

15 fifteen

16 sixteen

17 seventeen

18 eighteen

19 nineteen

20 twenty

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

Challenge

Can you find out the answer to these questions during your first 4 weeks at school?

1. What is the name of your maths teacher? _____

2. How many students are in your science class? _____

3. How many boys are in your English class? _____

4. What room is your EAL class in? _____

5. When is your LF teacher's birthday? _____

6. How many computers are in the library? _____

7. How much is a sandwich? _____

8. How many tables are in the canteen? _____

9. What colour is your maths teacher's hair? _____

10. What is the name of the person you sit next to in English? ___

_____

Well done!

PUPIL QUESTIONNAIRE

NAME: _____   YEAR: _____   DATE: _____

	I can do this easily	I can do this after some effort or with help	I find this hard

the faces in the boxes that you think are right for you

		easily	help	hard
READING	A topic book	☺	😐	☹
	A worksheet	☺	😐	☹
	Black/whiteboard	☺	😐	☹
	A storybook	☺	😐	☹
LISTENING TO AND UNDERSTANDING	My friends	☺	😐	☹
	My teacher	☺	😐	☹
	The TV, radio or tapes	☺	😐	☹
	Instructions in class	☺	😐	☹
WRITING	Stories	☺	😐	☹
	Writing about what I think	☺	😐	☹
	Writing up Science or Maths investigations	☺	😐	☹
	Answering questions about something I have read	☺	😐	☹
SPEAKING	To my friends	☺	😐	☹
	Asking questions in class	☺	😐	☹
	Answering questions in class	☺	😐	☹
	Talking about a topic in front of other people	☺	😐	☹

Your School Diary

What did you do in your lessons this week? How did you feel about it? Write about it in the spaces below.

Date	What did you do?	How did you feel?

Colour in the numbers

1 One

6 Six

2 Two

7 Seven

3 Three

8 Eight

4 Four

9 Nine

5 Five

10 Ten

Fill in the blanks.

1 ………. O _ e

2 ………. T _ o

3………. T _ r e _

4………. _ o u _

5 ………. F _ v _

6 ………. S i _

7 ………. S _ v _ n

8 ………. E _ g h _

9 ………. _ i _ e

10 ……... _ e _

Match the words and the diagrams.

a pencil
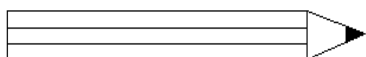
a pen

a ruler
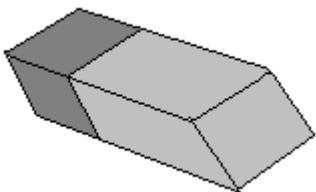
a table
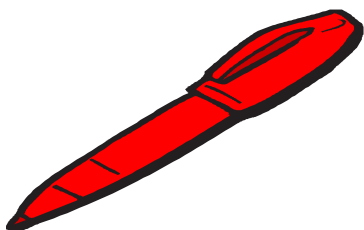
a rubber

Draw:

1) a pencil   *3) a rubber*

2) a ruler   *4) a pen*

Fill in the blanks.

Every day, we bring a _____, a _____, a _____ and a

_____ *to school.*

a r _ l _ _

pen

a p _ _ _ _ l

pencil

rubber

a r _ _ b _ _

ruler

a _ _ n
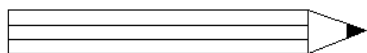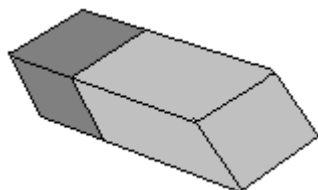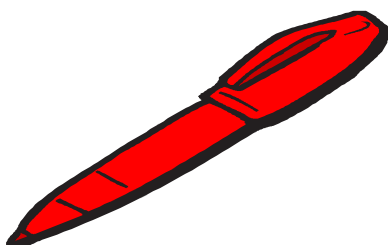
Subjects

Translate these Subjects:

Subjects	
1. PE	
2. Mathematics	
3. Geography	
4. History	
5. Music	
6. English	
7. Science	

Subjects Two

Fill in the table:

I have studied these subjects before.	These are new subjects.

Subjects Three

Fill in the table.

I do not know these subjects.	I like these subjects.	I do not like these subjects.

Subjects Four

Fill in the table.

Name of the subject	Name of my teacher

Bristol Secondary Schools

EAL Curriculum Pack

General basic and school vocabulary

In this section are links to other resources and activities on basic everyday and school vocabulary and routines. They could be used as starters or plenaries in any of the lessons throughout the induction course.

1.   School subjects flashcards (General English resource 1)

2.   In the classroom – vocabulary writing task
http://myweb.tiscali.co.uk/beginners/step_1.htm
This website also has several useful links to EAL resources for new arrivals.

3.   Survival Guide – This is a short interactive activity on the Internet which teaches basic expressions to help new arrivals express some needs.
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/community_lang/eal_survival/english/index.htm

4.   Board games and activities – These were obtained from the Bristol, BANES, South Gloucs. and North Somerset EMTAS website.
https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Advice%20and%20Guidance.aspx

Everyday Objects in School Happy Families
Everyday Objects in School Matching Pairs
More Words in School
Verbs Around School picture dominoes
Going to School board game
Clothes and Weather game
Directions and Places game

These can be used as starters or plenaries to practise speaking and listening skills and learning general vocabulary. There are vocabulary lists translated into different languages for some of the games.

5.   Playground fans – these contain basic expressions which a new arrival student could use when they have specific needs. See the EMTAS website.
https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Home.aspx

6.   Wordies in Space – these worksheets teach simple conversational expressions and basic vocabulary. They contain cartoon strips that the students can read and there are some simple writing tasks. See the website.

http://www.anglomaniacy.pl/expressions-printables-worksheets.htm

7.   Question words – Below are some websites with worksheets to practise using question words.

http://www.mes-english.com/flashcards/files/questions_flash.pdf
http://www.gscdn.org/library/cms/18/15718.pdf
http://www.englishwsheets.com/questions-1.html

9.   Feelings pairs game.

http://www.anglomaniacy.pl/feelingsM.pdf

10.   Simple past tense – Jack and the Beanstalk story with true or false questions.

http://www.englishwsheets.com/past-simple-1.html

11.   Parts of the body flashcards.
http://www.kids-pages.com/folders/flashcards/Body_Parts_1/page1.htm
http://www.kids-pages.com/folders/flashcards/Body_Parts_2/page1.htm
http://www.kids-pages.com/folders/flashcards/Body_Parts_3/page1.htm
http://www.kids-pages.com/folders/flashcards/Body_Parts_4/page1.htm
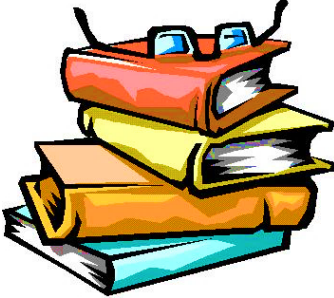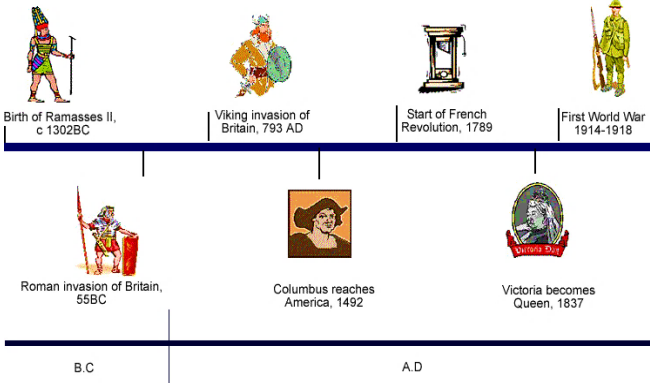
12.   Word games are useful for teaching vocabulary.
•   Mrs Brown's shopping bag memory game where the students take it in turns to remember a list of things that are in the bag in the correct order and then add an additional item.
•   Another game uses category cards where the students take it in turns to take a card and think of as many words as they can in that particularly category in 30 seconds (General English resource categories 1).
•   'Odd one out' is a good game to play. Encourage students to justify their answers using 'because'. Students could also make their own odd one out cards to try out on others.

Birth of Ramasses II, c 1302BC

Viking invasion of Britain, 793 AD

Start of French Revolution, 1789

First World War 1914-1918

Roman invasion of Britain, 55BC

Columbus reaches America, 1492

Victoria becomes Queen, 1837

B.C

A.D

Things you can eat	Things you find in school
Things you find in a town	Things you can wear
Types of transport	Things that are round
Animals	Things found in a house
Things you can drink	Things you don't like
Things made of plastic	Things made of wood
Colours	Vegetables
Things you find in the kitchen	School subjects

Science lesson teaching notes and resources

Science Lesson notes:

After consultation with my Science department the following vocabulary and skills were identified as important in accessing Science lessons:

•   Key word vocabulary for science: basic equipment, measuring, temperature, time

•   Understanding the importance of safety in a Science lab.

•   Understanding the concepts, skills and key vocabulary for carrying out and writing up an experiment; equipment, method, results, table, chart and graph

•   The skill of measuring and units was also identified as useful for practical work.

If possible the Science lessons in the induction course should be taught in a Science lab so that the students can see and touch the equipment and experience carrying out an experiment. Perhaps a Science teacher could be released to team teach with the EAL teacher.

Lesson 1
Safety in using equipment in a Science lab

Resources: Student worksheet "Using Equipment in a Science lab", Science equipment flashcards, Math-Aids measurement worksheets for temperature on a thermometer, volume in a measuring cylinder

Activities:

- Start looking at some Science equipment and use keyword flashcards. Include beaker, tripod and gauze, Bunsen burner, thermometer, measuring cylinder
- Demonstrate lighting a Bunsen burner – notice what happens when hole is opened and closed – Yellow flame is cooler and safer as it can be seen easily. Blue flame is hotter. Always leave on a yellow flame when waiting to use.
- Comparatives could be emphasised – cooler/hotter
- Look at picture on the student worksheet. Discuss what is wrong and produce a set of safety rules for a Science lab. Practise using 'because' to say why something is wrong.

Lesson 2
Experiment to measure the change in temperature when water is heated

Resources: Student worksheet, equipment for the experiment, Science equipment flashcards, graph paper

Activities:

- Revisit Science vocabulary of the equipment and safety rules.
- Set up and carry out the experiment – follow student worksheet
- Record results and plot the graph and answer questions

Additional materials/homework activities

Maths-Aid worksheets on measuring are very good for practice in reading scales and measurements

More practice in plotting a graph – use worksheet "Plotting a Line Graph'

List of Resources

1.   Science lessons - student worksheets for Science Lesson 1 and Science Lesson 2.

2.   Science equipment flashcards.
http://www.tes.co.uk/teaching-resource/Science-Equipment-flashcards-6101538/

3.   Worksheets to practise reading scales in measuring lengths in cm and mm, measuring temperature on a thermometer and measuring volumes with a measuring cylinder.
http://www.math-aids.com/Measurement/

4.   Worksheets on plotting graphs: How to draw a graph – instructions for drawing a graph Plotting a line graph Sheets from Math-Aids with graph paper and axes drawn for practising plotting graphs.
http://www.math-aids.com/Graph_Paper/

Using Equipment in a Science Lab

Keywords: equipment, safety, dangerous, Bunsen burner, flame, hole, gas, experiment, heating, goggles + examples of Science equipment

The Bunsen Burner

Yellow safety flame   Normal flame   Blue flame – very hot

Hole closed   Hole half open   Hole open
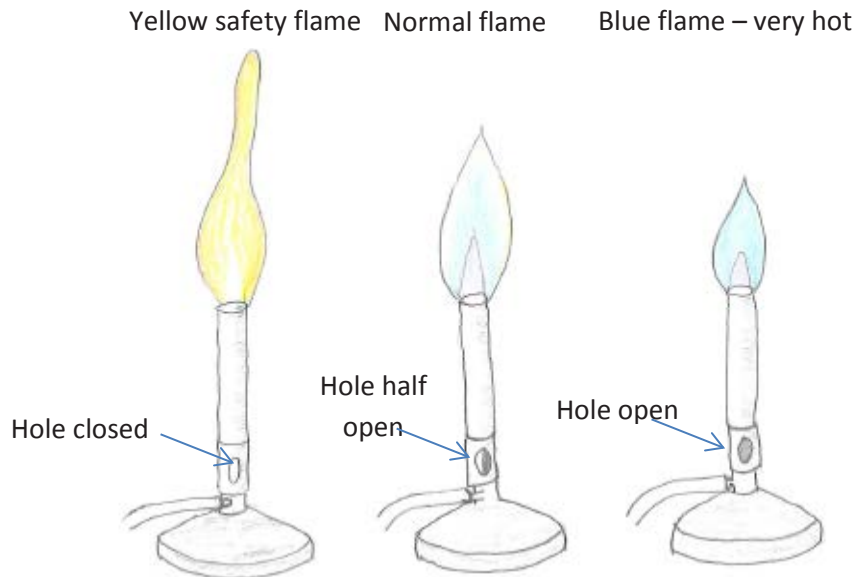
What is wrong?

Experiment to measure the change in temperature when water is heated

Keywords: experiment, diagram, method, results, table, graph, conclusions, + equipment used in the experiment

Diagram

Wear safety goggles

thermometer

water

beaker

gauze

tripod

Bunsen burner
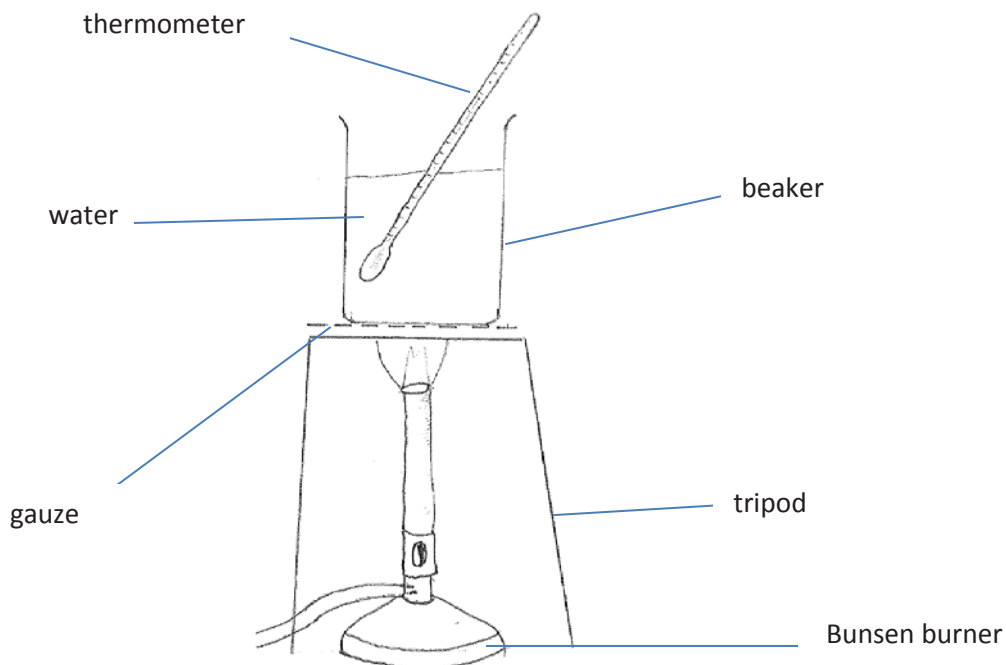
Method

1) Use a measuring cylinder and measure 100 cm^3 of water into a beaker.
2) Use the thermometer to measure the temperature of the water and record it in the first line of the table of results.
3) Put the beaker on the tripod and gauze.
4) Light the Bunsen burner and start heating the water. Stir it gently.
5) Measure the temperature of the water every minute for 8 minutes.
6) Record the results in the table.
7) When the experiment is finished leave everything to cool.
8) When cool carefully clear up and put the equipment away.

Results Table

Time (Minutes)	Temperature (^{0}C)
0	
1	
2	
3	
4	
5	
6	
7	
8	

If you have time plot a line graph of your results with time along the bottom and temperature up the side.

Conclusions

1) What was the temperature at the start? _____

2) How long did it take to get to 60^{0}C? _____

3) How much did the temperature rise during the 8 minutes?

   _____

4) How would your results be different if you used more water?

   _____

5) How would your results be different if you used a smaller flame?

   _____

Drawning a graph

1. **Use a sharp pencil**

2. **Use a ruler**

3. **Chose the right sort of graph that shows the information the best way** (see below)

4. **Draw two axes (across = horizontal, up = vertical) -** try to make the graph as big as possible

5. **Write the numbers / categories on the two axes.** Eg blue, green 1,2,3,4,5   5,10,15,20

6. **Label the axes** Eg miles per hour, number of pupils, height above sea level

7. **Add the units to the labels** Eg (mph) (metres)

8. **Plot the data on to the graph**

9. **Add a title** Eg 'A graph to show….'

10. **Underline the title**
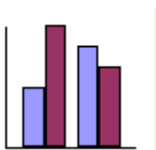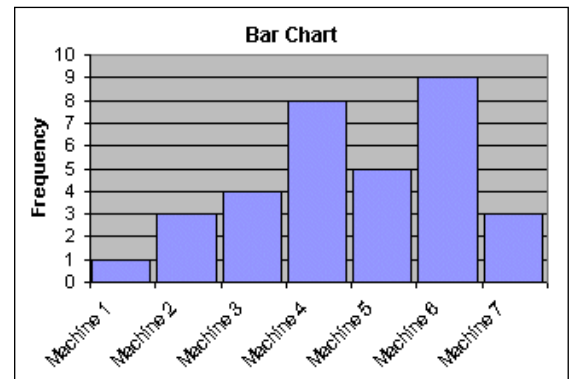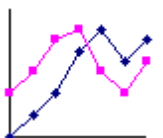
Pie Chart	Bar Chart
Line Graph	Scatter Graph
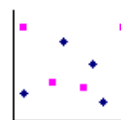
Plotting a Line Graph

The table below shows the change in temperature when a beaker of water was heated using a Bunsen Burner.

Time (minutes)	Temperature (°C)
0	10
1	20
2	30
3	50
4	60
5	60
6	70
7	80
8	80
9	90
10	100

Plot the information on this line graph.
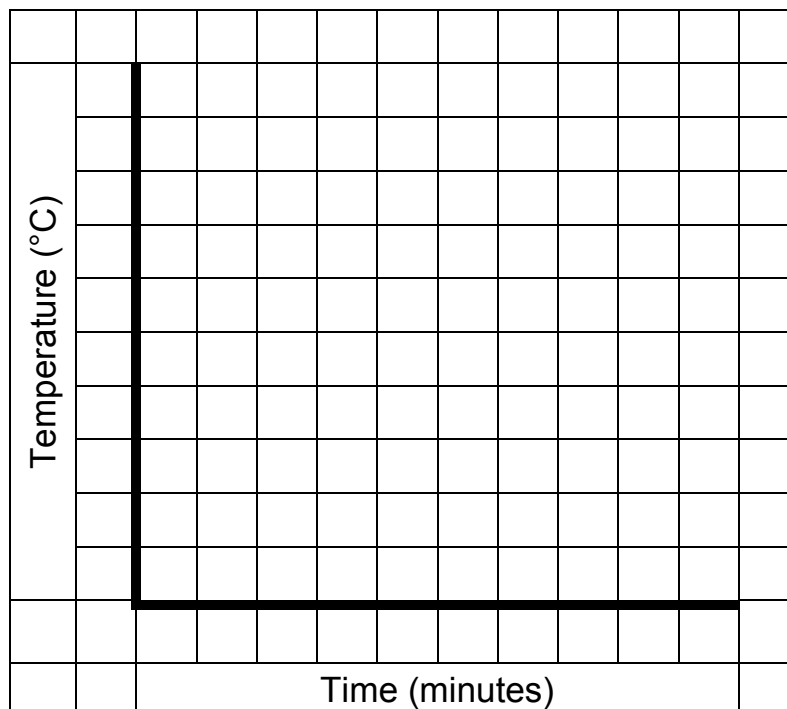
1. What was the starting temperature?

2. What was the temperature after 5 minutes?

3. What was the final temperature?

4. What do you think the temperature was after 5 and a half minutes?

Plotting a Line Graph

The table below shows the temperature in Bristol over a single day.

Time	Temperature (°C)
6am	1.5
8am	4
10am	7.5
12pm	12.5
2pm	9
4pm	6
6pm	4.5

Draw a line graph showing this information

1. At what time was it coldest?

2. What was the temperature at 6 o'clock in the evening?

3. At what time would it be best to go out? Explain your answer using 'because'.

English lessons teaching notes and activities

After consulting my school's English department, the following vocabulary and concepts were considered important in beginning to access English lessons.
- understanding the gist of a text
- expressing preferences
- expressing an opinion

Lesson 1:

To Read/Listen to a simple short story, retell it and express an opinion. Students may also use bi-lingual and English dictionaries to assist with vocabulary and meanings.

Keywords: prose, fiction, story, character, opinion, question words,

There are two stories suggested which can be accessed on the Internet.

Story 1: The Fox and the Crow, one of Aesop's fables is a simple story. Students can be encouraged to retell the story and consider how the crow felt at the end of the story. They may know the story in their own language.

Start by showing the Youtube video in the following link

http://www.loving2learn.com/SuperSubjects/ReadingandLanguage/FavoriteStories2/Fables/TheFoxandtheCrow.aspx

The story is also available at http://www.eastoftheweb.com/short-stories/UBooks/FoxCrow.shtml

Discuss the story and support students' understanding. Students could find the meanings of some of the adjectives in the story using the dictionaries. Use the cloze worksheet to check understanding and practice sentence writing. An extension task is to use the 10 sentences to write out the story again. Show how to use the pronouns 'he' and 'she' to replace the fox and crow in some of the sentences.

Story 2: The Story of Gelert is a more advanced story with some complex vocabulary but with the visual version on the link below, it will be easier to follow. There is also a slightly simpler text version of the story included.

http://myths.e2bn.org/mythsandlegends/textonly760-the-story-of-gelert.html
http://myths.e2bn.org/mythsandlegends/playstory760-the-story-of-gelert.html

When the students have understood the story there are various activities that could be completed, depending on the ability of the students. After retelling the story, the students could look up the meanings of some of the adjectives. The students could express their opinions about the prince and how he behaved. More able students could hotseat being the prince and talking in the 1st person. Others could ask the prince questions about what he did, why he killed the dog and how he felt afterwards. There is a cloze worksheet with 10 sentences. An extension task is to write out the story again using the sentences. Encourage the students to use the pronoun 'he' in some of the sentences.

Lesson 2:

To create a mindmap with the title "About me" and to produce a short piece of written work.

Keywords: mind map, favourite, interests.

Introduce the lesson by talking about likes and dislikes. Ask the students to tell the group something about themselves. Extend this to interests and places they have been to. Use question words what, where, when and why.

Give students one of the mind map frames. Ask them to draw pictures or write words on some of the branches to communicate something about themselves.

The students can then use the mind map to write some sentences. There is a writing frame to support this task for very weak students.

There is an alternative mind map for more able students to write about a happy memory.

Plenary – ask the students to read what they have written to the group. Support grammar and sentence construction.

Support materials:

Lesson 1

1.   Fox and Crow cloze worksheet (English lesson 1, F&C cloze)

2.   Story of Gelert text (English lesson 1, SG text)

3.   Story of Gelert cloze worksheet (English lesson 1, SG cloze)

Lesson 2

1.   Mindmap frames (English lesson 2, Mindmap)

2.   Writing frame to support writing task (English lesson 2, Writing Frame)

The Fox and the Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

"That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.

"Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.

"That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers.""

The Fox and the Crow

In each sentence write the the correct answer in the gap using one of the words in the brackets.

1. The crow is a _____ . **(toy bird fruit metal)**

2. The crow has some _____ in her beak. **(chocolate nuts cheese meat)**

3. The fox is _____ . **(thirsty tired hot hungry)**

4. The fox _____ the crow. **(eats catches tricks scares)**

5. The fox tells the crow that she is _____. **(ugly beautiful dirty noisy)**

6. The fox wants the crow to open her _____. **(door mouth beak shop)**

7. The fox tells the crow that he thinks she must have a beautiful _____ too. **(tail head voice home)**

8. The crow _____ her beak. **(opens closes hurts cuts)**

9. The _____ falls out and the fox eats it. **(bread meat cheese cake)**

10. The crow feels _____ . **(pleased cold stupid scared)**

Extension : Write the story out again. Try to use the pronouns he and she for the fox and crow in some of the sentences.

The Story of Gelert

Many years ago there was a Prince of Wales called Llewelyn. He loved hunting and kept a fine pack of hunting dogs. One of these he loved more than all the others, and the name of the dog was Gelert. Not only was Gelert a fine hunting dog, he was a good-natured animal, and was loved by Llewelyn and his family.

One day the Prince decided to go hunting. He knew that wolves had been seen in the forest near the castle. He was anxious for his baby son, for hungry wolves had been known to find their way into houses. So he told Gelert to stay behind and guard the baby. The dog lay down beside the cradle. Prince Llewelyn went off happily, knowing that his son would be safe with the dog to guard him. Soon the sound of hunting horn disappeared into the distance and Gelert was left alone.

After a while Gelert heard a strange sound. He pricked up his ears and sniffed the air. What was that strange scent? There was a shuffling sound in the corridor. Who or what could it be? The half-shut door slowly opened and a large grey wolf stared hungrily in. Gelert growled.

The wolf bared his fangs, looked beyond Gelert and saw the baby. Here was a tasty meal.
The wolf leapt towards the cradle. Gelert leapt too, at the wolf's throat. The two animals were locked together, snarling and biting. The fight was long and savage. There was fur and blood everywhere. The cradle overturned, but the baby lay safe and asleep under the blanket.

At last Gelert made one final effort and sank his teeth into the throat of the wolf. The wolf writhed and lay still. Gelert fell to the floor, weak from loss of blood and licked his wounds.

When Llewelyn returned from the hunt a terrible sight met his eyes. His baby's cradle was overturned and blood was spattered everywhere. Slowly Gelert crawled
towards his master, with blood dripping from his jaws. The baby was nowhere to be seen.

"Wicked animal, where is my son?" screamed Llewelyn. "You have killed and eaten my only child!"

With a cry of rage Llewelyn sprang forward and thrust his sword deep into the dog's heart.
Gelert's dying howl did something that the noise of the fight had not done. It woke the baby.
Llewelyn pulled the cradle aside. There lay his baby boy, and beside him lay the body of a large grey wolf. Llewelyn realised it was the wolf's blood on Gelert's jaws and Gelert's reward for saving the prince's son was death.

Filled with remorse Prince Llewelyn buried his faithful hound and named the place 'Beddgelert', which means 'the grave of Gelert'. Today in Wales you will find the village of Bedgellert, named in memory of the story of the faithful Gelert.

The Story of Gelert

In each sentence write the the correct answer in the gap using one of the words in the brackets.

1.   Gelert was a _____. **(man dog robot baby)**

2.   Gelert lived in a _____ . **(house shop castle flat)**

3.   The Prince Llewelyn _____ Gelert. **(loved hated sold disliked)**

4.   Llewelyn went _____ .**(swimming shopping hunting dancing)**

5.   Llewelyn was anxious because there were _____ in the forest near the castle. **(dogs rabbits foxes wolves)**

6.   Llewelyn told Gelert to look after the _____. **(castle baby money food)**

7.   A wolf came into the baby's _____. **(kitchen bathroom toilet bedroom)**

8.   Gelert killed the _____ . **(baby servant prince wolf)**

9.   When Llewellyn came home, he was angry because he thought that Gelert had killed the _____ . **(baby servant prince wolf)**

10.   After Llewelyn killed Gelert he was _____. **(happy remorseful hungry pleased)**

Extension task: Write the story out again. Try to use the pronoun 'he' for the LLewelyn and Gelert in some of the sentences.

About me
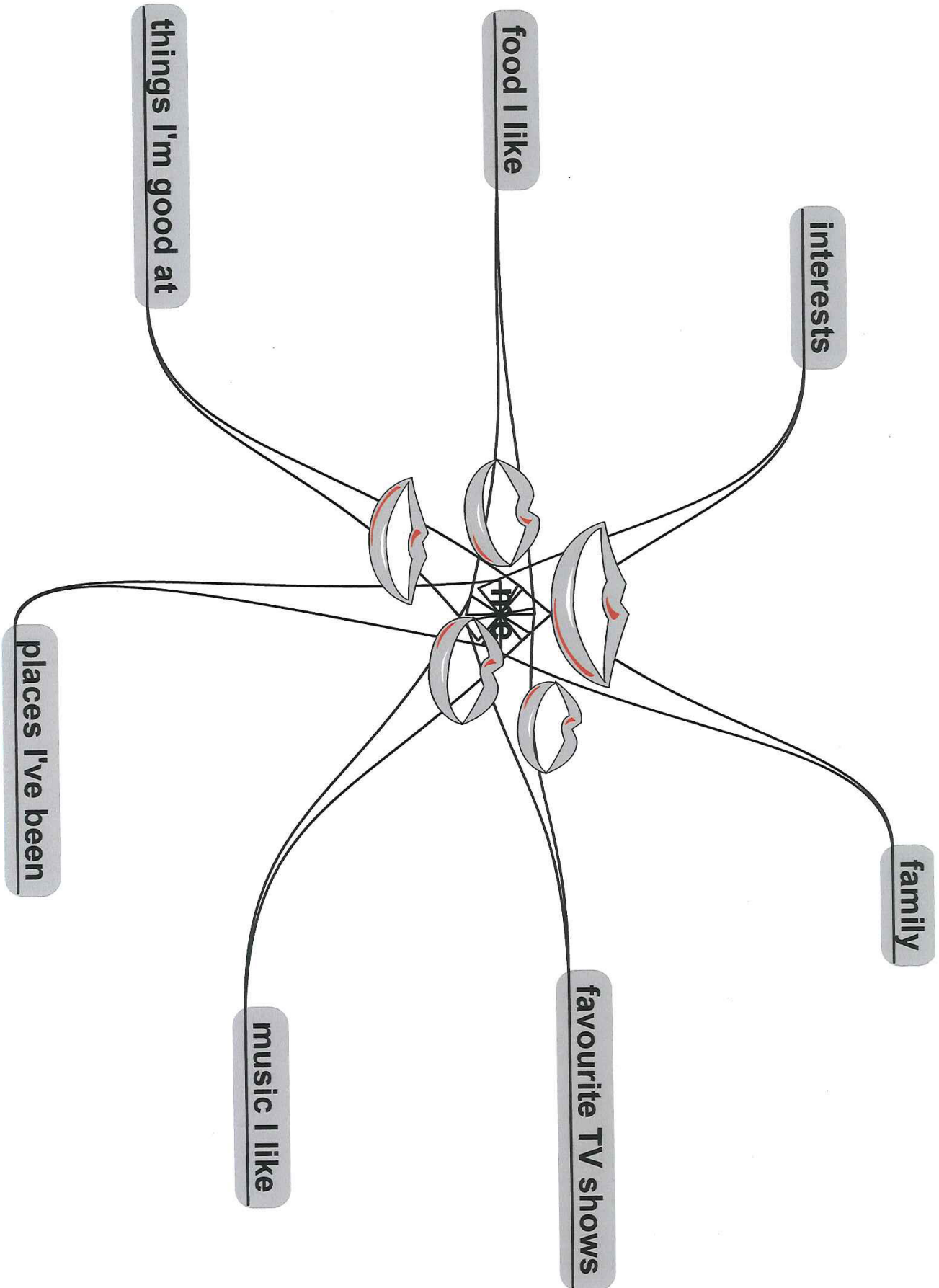
things I'm good at

food I like

interests

places I've been

me

family

music I like

favourite TV shows

About me

things I'm good at

food I like

interests

places I've been

family

music I like

favourite TV shows

About me

Feelings?

What?

Where?

A Happy Memory

How?

Who?

When?
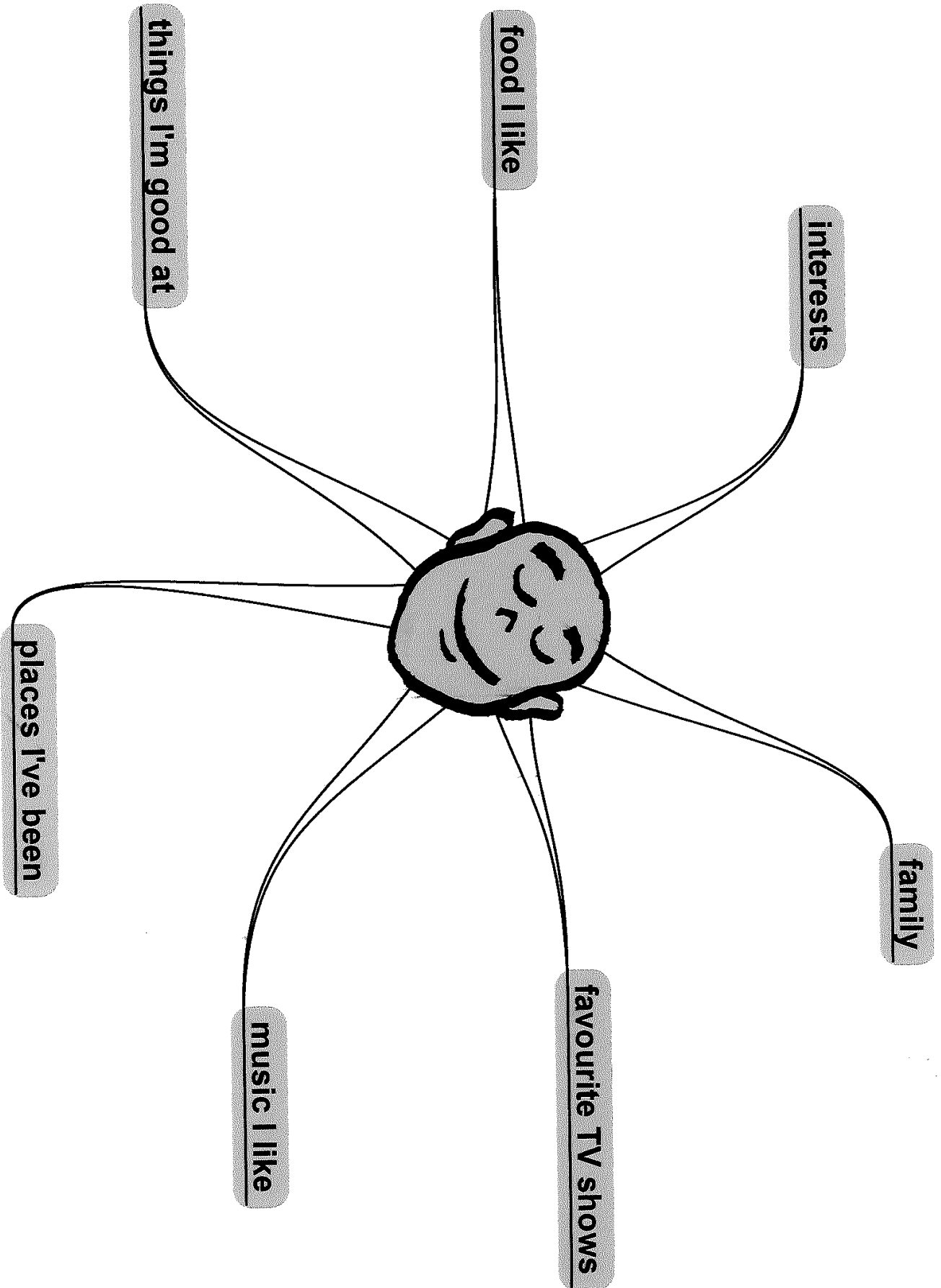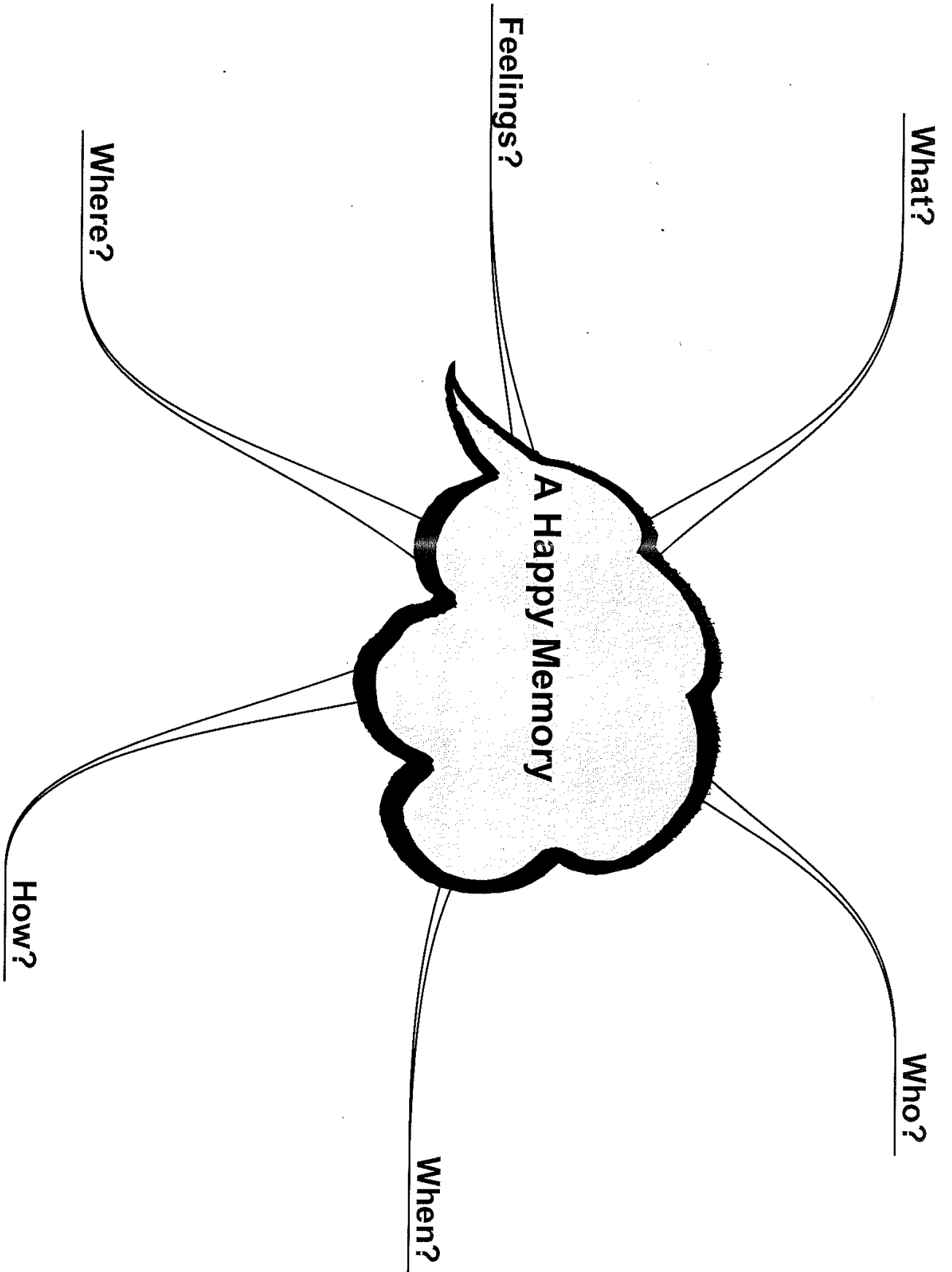
About me

Use your mind map and this writing frame to help you write about yourself.

My name is _____ . I am _____ years old.

I was born in _____. I have also been to _____ _____ _____ .

Foods I like are _____ and _____.

My interests are _____ _____ _____.

My favourite TV show is _____ _____. Other TV programmes I like are _____ _____ and _____ .

Music I enjoy listening to is_____ and _____ _____.

Things I am good at are _____ _____ _____.

Maths lessons and activities

A significant proportion of students with EAL are able to succeed rapidly in mathematics, particularly if they have attended maths classes before coming to the UK. With this in mind, it is important to work closely with the maths department in your school, so that you are able to create an appropriate curriculum for students.

There are a range of mathematical concepts and pieces of language that are useful for students who have prior understanding of mathematics.

Lesson 1:

To understand a range of language relating to maths, to understand commonly used symbols, to understand first, second, third etc.

Keywords: numbers, plus, add, and, subtract, takeaway, minus, times, multiply, equals, divided by, first, second, third, forth, fifth etc.

It is important to make sure that students are able to identify commonly used symbols in mathematics and show understanding of their function. The initial assessment on mathematics will give an indication of the student's level. Next, you could will be able to use whiteboards combined with symbols to make sure students are able to explain and understand sums using a range of vocabulary.

Ensuring students are able to use first, second, third etc. correctly is a useful target too. This could be taught through looking at the date or any relevant sporting events which appeal to students.

Lesson 2:

Review understanding of fractions, review telling the time, review understanding of money.

Keywords: half, quarter, third, numbers, quarter to, quarter past, half past, o'clock, pounds, pence.

There are three mini objectives to cover in this lesson. Do adapt the content to suit the needs of your students.

Fractions: Use whatever props you have available to review the meaning of a half, a quarter and a third. Fake food is particularly useful for this activity.

Time: Students' ability to tell the time will be linked to whether they can tell the time in their own language. Borrow a teaching clock from the maths department. Look at key times of the student's day (e.g. start of lessons, break etc.) and verbally elicit times. Next, support students to complete worksheets by adding appropriate times.

Money: students should order coins from the smallest to the greatest, practice calculating prices and working out how much change should be given.

Support materials:

Lesson 1

1. Symbols (Maths lesson 1, symbols).

2. English words for symbols (Maths lesson 1, keywords).

3. Numbers and first, second, third etc. Use aeroplane races from:
    http://www.primaryresources.co.uk/maths/mathsB1.htm

Lesson 2

1. Basic fractions
Select basic resources from: http://www.primaryresources.co.uk/maths/mathsB6.htm

2. More advanced fractions
Select advanced resources from:
    http://www.superteacherworksheets.com/fractions-advanced.html

3. Telling the time worksheets
Select appropriate resources from: http://www.primaryresources.co.uk/maths/mathsE2.htm

4. Calculations using money
Select appropriate resources from: http://www.primaryresources.co.uk/maths/mathsD2.htm

+	**-**
=	**÷**
X	**( )**

add	plus
subtract	minus
multiply	times
divided by	shared between
equals	and
takeaway	is
brackets	

Drama and Physical Theatre lessons teaching notes and activities

After consulting with the Drama department in my school, the key concepts, skills and vocabulary areas identified were as follows:

- Emotions, gestures, postures, facial expressions
- Scripts and plays

Suggested activities for an introductory lesson

1. Teach adjectives for emotions using pictures provided (see Drama Resource 1).

2. Give students simple sentences (appropriate to class level) to read out, using their voice to express certain emotions.

3. Play miming game – guess the emotion.

4. Play scenes from films on a projector without sound – students guess what emotion the characters are feeling and say why they think this, guess scenario/context.

5. Play students short film clips, they must decide on genre and write simple script to accompany.

6. Use film clips to develop vocabulary around facial expressions, gestures, posture.

7. Create short non-verbal plays/performances in groups

8. Script-reading – choose a simple play to be read out loud or performed. Students take it in turns to direct how it should be read/performed using vocabulary acquired in lesson

*oss e re a e   a ua e or a ec es a   er o e rese co   uous   c s   a
s a e   o are e ee   e c oca u ar or   e res rasa er s o
language)*

Resources and links

- Flashcards for emotions
http://www.tes.co.uk/teaching-resource/
Widgit-Emotions-flashcards-6055690/

- Secondary Drama teaching resources:
http://www.tes.co.uk/drama-secondary-
teaching-resources/

- Introductory Drama lesson plans:
http://www.childdrama.com/lessons.html
- A series of initial Drama lessons for 5 – 9 year-olds:
http://www.drama.ie/files/Drama-lessons-5-9.pdf

- Drama games:
http://www.teachit.co.uk/armoore/drama/drama.htm#games3
- A selection of plays available online free to download:
http://proplay.ws/
- Drama warm-ups and circle games:
http://www.primaryresources.co.uk/pshe/pdfs/dramawarmups.pdf
- Secondary school Drama resources (higher levels):
http://www.bbc.co.uk/schools/websites/11_16/site/drama.shtml

Emotions

Draw a face to match the emotion. If you are not sure, ask your teacher to explain and give you some examples.

happy	sad	angry
confused	tired	embarrassed
guilty	jealous	worried
excited	nervous	relaxed

Now write the words in your own language.

Music lessons teaching notes and activities

After consulting with the Music department in my school, the key concepts, skills and vocabulary areas identified were as follows:

• Pulse (steady beat) and rhythm (organised patterns)

• Pitch (high or low)

• Dynamics (loud and soft)

Lesson 1:

Pulse and rhythm:

1. Introduce names of some percussion including clapping etc (see Music lesson 1). If possible borrow some instruments from music department to bring to class.

2. Students try playing the instruments and acquaint themselves with the different sounds.

3. Guessing game – guess the percussion instrument sound.

4. Ask your Music teacher to give some examples of music played in 4/4 and ¾ time signatures (most waltzes are in ¾, for example Strauss' Blue Danube or Saint Saen's Danse Macabre).

5. Students choose a percussion instrument or clap to play the pulse of each piece of music while teacher plays them to the class (this might be a good time to introduce the concept of loud and soft). If students do not find this challenging enough introduce some music with 5/4 (again ask your Music teacher). This kind of steasy beat is called 'pulse'.

6. In groups of three, students use worksheet (see Music Resource 2) to beat out rhythm, repeat as long as this is engaging – this is a pattern of beats called 'rhythm'.

7. Students write own rhythm on a grid and play to class using percussion/ clapping.

8. To further consolidate ideas of 'loud' and 'soft', students can take it in turns to conduct their groups, using hand gestures to indicate 'loud' and 'soft'.

Lesson 2:

Pitch and dynamics:

1. Introduce vocabulary for melody instruments to class (see Music Resource 3).

2. Listen to some music – students identify the instruments in the music.

3. In teams, give us a clue game – students must imitate sound of an instrument and team guesses – how many can they do in a minute.

4. Teacher plays some high and low pitches on a musical instrument or voice (or use online piano: http://www.primaryresources.co.uk/music/piano.html) and indicates high and low on board.

5. Play some more high notes and low notes, students stand up and sit down accordingly.

6. Play a melody and do the same.

7. Teach 'higher'/'lower' – play game where students guess in teams whether next note in a tune will be higher or lower or the same (teacher plays on instrument or online piano using annotated melody).

8. In groups, students invent a melody deciding whether each note is going to be higher or lower than the next.
Possible related language work: comparative language for higher/lower/louder/softer, present continuous (what instrument am I playing?), adverbs of manner (how am I playing?).

Resources and links

1. Introduce names of some percussion including clapping: http://www.teachitprimary.co.uk/1721?CurrMenu=1721&resource=19710

2. Annotated rhythm – students use worksheet to beat out rhythm, repeat as long as this is engaging – this is a pattern of beats called 'rhythm' – students write own rhythm using blank worksheet:
http://primaryresources.co.uk/music/pdfs/2rhythm.pdf

3. Introduce vocab for melody instruments to class:
http://www.tes.co.uk/teaching-resource/EAL-Music-worksheet-6133607/

4. Teacher plays some high and low pitches on a musical instrument (or use online piano: http://www.primaryresources.co.uk/music/piano.html) and indicates high and low on board.

General Music resources:

http://primaryresources.co.uk/music/music.htm
http://www.onestopenglish.com/clil/young-learners/history-culture-and-the-arts/music/   http://www.tes.co.uk/music-secondary-teaching-resources/
http://www.elsp.ie/music.shtml
http://www.teachitprimary.co.uk/1721

Percussion instruments

Can you unjumble the letters to find the names of these percussion instruments?
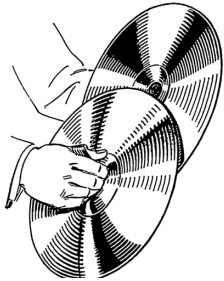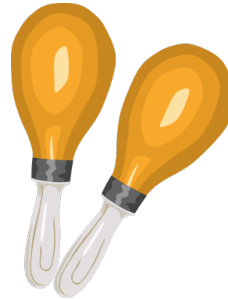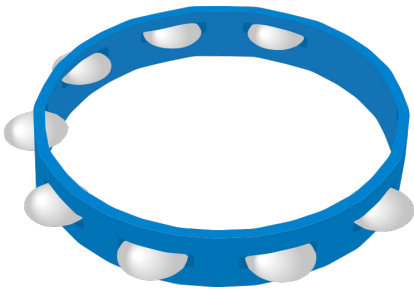
	mbalcys		**camasra**
	rinteambuo		**rigatnle**
	lleb		**anpio**
	ggno		**nophelyxo**
	noacg		**sdmur**
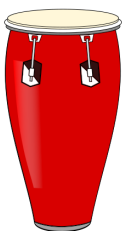
Teacher's notes:

Give students a copy of the 'Percussion instruments' worksheet. Read out the following names of percussion instruments to the students. Students try and find the instrument on the worksheet and try to spell it correctly using the letters provided – teacher can repeat words as many times as necessary to allow time for students to recognise the letters being used. Could be done in teams.

triangle

xylophone

bell

conga

drums

piano

cymbals

tambourine

maracas

Rhythm

Choose a symbol (□ or + or ♦). Count the numbers and when you see your symbol, hit your instrument. Change symbols and do it again.

1	2	3	4	5	6	7	8
□		□		□		□	
	+		+		+		+
♦			♦	♦			♦

9	10	11	12	13	14	15	16
□		□		□		□	
	+		+		+		+
♦			♦	♦		♦	

Melody instruments

Match the pictures with the words and definitions:

1

5

8

2

6

9

3

4

7

10
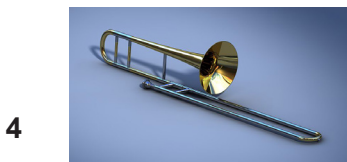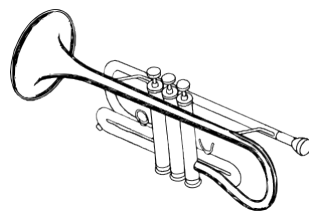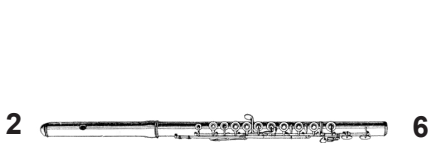
a) recorder – it's brown/black, white and long and you blow it.

b) flute – it's usually silver and long and you blow it.

c) guitar – it's got strings but no bow.

d) cello – it's got strings and a bow and you sit down to play it.

e) trumpet – it's usually gold in colour, it's got three buttons and you blow it.

f) accordion – it's got buttons and a keyboard.

g) trombone – it's usually gold in colour and it hasn't got buttons.

h) violin – it's got strings and a bow and you play it under your chin.

i) harmonica – it's rectangular and you blow it.

j) saxophone – it's usually gold in colour, it's got lots of buttons and you blow it.

Geography lessons teaching notes and activities

After consulting with the Geography department in my school, the key concepts, skills and vocabulary areas identified were as follows:

• Landscapes and maps – labelling maps, map-reading, OS symbols and grid references

• Natural hazards and weather

• Human geography and 'where I live' - tourism, development, reasons for living in particular places, diversity of cultures, history, trade, population, using an Atlas index

Lesson 1:

Map reading

1. Students use worksheet to match pictures with vocabulary for landscapes and places in towns (see Geography Resource 1).

2. Students categorise the vocabulary into 'town', 'country' or 'both'.

3. Teacher elicits concept of grid references using a simple grid on the board.

4. Students are divided into As and Bs and given worksheet with grid and OS symbols (see Geography Resource 2) to complete individually.

5. Students do activity on resource provided – A students sit opposite B students. Each A student is partnered with a B student. Students exchange information asking relevant questions (e.g. "What is in square 1A?") without looking at their partner's grid.

6. Once finished, students sit next to partner to check work and add OS symbols to grid to complete.

7. Give students a copy of a map of an area of your town including OS symbols and write some questions for students to answer. For example "Where is the railway station?" You will need to provide your own map (ask your Geography department or this could be printed from the internet and if necessary draw the OS symbols on yourself). Students answer with grid references.

8. To practise the vocabulary further, students could spend some time writing questions about each other's home town for a short mingling activity ("Is there a bank in your town?" etc). Students have 5 minutes to find out as much information about the other students as possible. Students present what they learnt to the class.

Possible related language work: directions, prepositions of place, there is/there are

More suggested activities/language work

Natural hazards and weather:

• teach weather vocabulary and 'will' for prediction, produce weather report

• teach clothes vocabulary and 1st conditional ("If it rains tomorrow, I will wear a raincoat")

• teach present simple for processes of natural hazards

Human geography and 'where I live':

• teach vocabulary for places/features in a town

• teach comparative language for reading an atlas index and comparing rich/poor countries

• teach tourism-related vocabulary

Resources and links

Landscapes and maps

1.   A leaflet on map-reading by Ordnance Survey:
http://www.ordnancesurvey.co.uk/docs/leaflets/map-reading-made-easy-peasy.pdf
2.   A worksheet with general Geography vocabulary, would need adapting for students with a very low level of English:
http://www.onestopenglish.com/clil/secondary/geography/pdf-content/geography-vocabulary-worksheet-and-answer-key/500763.article
3.   Interactive activity about map reading:
http://www.bbc.co.uk/scotland/education/sysm/landscapes/highlands_islands/flash/index.shtml
4.   Using a map grid:
http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g2_u1/index.html
5.   A board game to practise giving directions:
http://busyteacher.org/14833-directions-and-places-game.html
6.   Compasses and navigation:
http://www.tes.co.uk/teaching-resource/Compasses-and-Navigation-Treasure-Map-6082042/
7.   Interactive world map activity – north/east/south/west and prepositions of place language needed:
http://www.harcourtschool.com/ss1/skills/g2_u5_worldmap.html
8.   Language activities with a focus on giving directions:
http://bogglesworldesl.com/directionsESL.htm
9.   Worksheets - continents and oceans:
http://bogglesworldesl.com/continents_worksheets.htm
http://www.teachitprimary.co.uk/index.php?CurrMenu=885&resource=17917
See document entitled 'All Around the World'
http://www.primaryresources.co.uk/geography/geography.htm#local
10.   Worksheet - positive/negative features of the city/countryside (vocabulary needs pre-teaching). Possible language focus - 'there is/are':
http://bogglesworldesl.com/files/CityCountryII.jpg
11.   Map of the UK – provide students with a copy of this with countries/seas blanked out and ask them to fill in the details:
http://www.primaryresources.co.uk/geography/pdfs/united_kingdom_map_lowres.pdf

Human geography and 'where I live'

1.   'Where do you live?' – students write their home address and establish whether various features of a town are near/far:
http://www.primaryresources.co.uk/geography/pdfs/where_do_you_live.pdf
2.   Locality research activity (click on 'Locality research'):
http://www.primaryresources.co.uk/geography/geography.htm#local
3.   Worksheet 'Good or Bad Tourism':
http://www.tes.co.uk/teaching-resource/Good-or-bad-tourism-3003144/
4.   Worksheet on changes in tourism in Western Europe (higher levels):
http://www.onestopenglish.com/clil/secondary/geography/pdf-content/changes-in-tourism-in-western-europe-lesson-plan/500698.article
5.   Worksheet on impacts of Tourism:
http://www.tes.co.uk/teaching-resource/Impacts-of-tourism-activity-6243630/

Resources and links cont..

Natural hazards and weather

1.   Powerpoint introducing weather vocabulary (click on 'Name the Weather'):
http://www.primaryresources.co.uk/geography/geography1.htm#weather
2.   Create a weather forecast (language for prediction needs pre-teaching):
http://www.bluesquarething.co.uk/geography/dragdropmap/frontsukweathermap.html
3.   Powerpoints relating clothes to weather conditions (click on 'Wet or Dry' and 'Hot or Cold'):
http://www.primaryresources.co.uk/geography/geography1.htm#weather
4.   Clothes and weather boardgame (instructions included):
https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Clothes%20and%20Weather%20Game%20%28English%29.pdf
5.   Natural Disasters powerpoint (click on 'What are Natural Disasters?'):
http://www.primaryresources.co.uk/geography/geography3.htm#around
6.   Powerpoint introducing natural hazards:
http://www.tes.co.uk/teaching-resource/Introducing-natural-hazards-6289483/
7.   Natural Hazard Top Trumps (for higher levels):
http://www.tes.co.uk/teaching-resource/Natural-Hazards-Top-Trumps-Game-6120644/
8.   Research activity (click on 'Weather Around the World Research'):
http://www.primaryresources.co.uk/geography/geography1.htm#weather

General Geography resources:

http://www.onestopenglish.com/clil/secondary/geography/

http://www.elsp.ie/geography.shtml

http://www.tes.co.uk/geography-secondary-teaching-resources/

http://primaryresources.co.uk/geography/geography.htm

http://www.teachitgeography.co.uk/

http://www.teachitprimary.co.uk/885

Places on maps

Match the places in the box with the correct picture:

church	car park	campsite	post office	museum	river
school	forest	railway station	public toilet	bank	
public telephone	park	road	hospital	bridge	
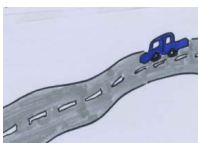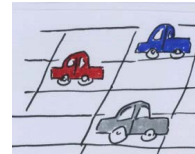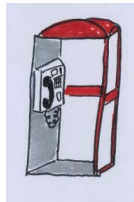
Now write the places under one of the headings below

Town	Country	Both

Now write the places under one of the headings below

Town   Countryside   both

All images are property of the author.

PSHE lessons teaching notes and activities

After consulting with the PSHE department in my school, the key concepts, skills and vocabulary areas identified were as follows:

- Values
- Community
- Careers/finance
- Relationships

- Collaboration, questioning, reasoning, planning
- Managing conflict, distractions and emotions
- Healthy body and mind

Lesson 1:

Giving advice

1. Teach adjectives for emotions using pictures provided (see Drama Resource 1).

2. Use short videos to give context of various social situations (bullying, stealing, fighting, unfairness, losing a game, moral dilemmas).

3. After each video, students discuss emotions of different people in the situation.

4. Students discuss in small groups the best way for each individual to deal with the situation.

5. Agony aunt activity – students write a short letter asking for advice about an imagined situation. Another student in the group must write a reply giving advice. Letters read out to whole class and discussed.

Possible related language work: adjectives and verb 'to be', present continuous (film clips – "What is happening?" "How are they feeling?" etc), language for advice (should/shouldn't)

More suggested activities/language work:

- second conditional lesson ('What would you do if…?') – moral dilemmas
- students make a play / anti-bullying advert
- give students copies of some advice leaflets – students read and summarise to the class

Resources and links:

1. What is the right thing to do? Use powerpoint for managing conflict and Problem Solving Ring of Choice (click on 'Managing Conflict' and 'Problem Solving Ring of Choice'): http://primaryresources. co.uk/pshe/pshe2.htm#making

2. http://www.primaryresources.co.uk/pshe/pdfs/3dilemma.pdf

General PSHE resources:

http://www.tes.co.uk/pshe-secondary-teaching-resources/
http://primaryresources.co.uk/pshe/pshe.htm

Art lessons teaching notes and activities

The key areas for students to be able to use in art have been identified as:

• keywords for things we use in art

• colours

• language for giving feedback

Lesson 1:

Colours and things we use in art

Resources: colours worksheet, PC or laptop for picture search, keywords search
Activities:

Speedily ascertain students' understanding of colour – you could get students to race to touch something of a particular colour around the classroom. Weaker students could cut out items of particular colours to match the key words on the colour worksheet.

Next, students find a picture to represent each of the words using a computer to practice their ICT skills. (Art lesson 1, things we use). If ICT resources are not available and you have a smaller group, perhaps you could go into the art room for this lesson or gather the equipment beforehand.

Lesson 2:

Art feedback cards and advanced vocabulary

Resources: any art materials available, e.g. paints, crayons, pencils, glue, scissors, materials for a collage etc. art feedback cards, word match

Activities:

Students use an expanded diamond nine to rank the feedback cards into things which are easy and things which are difficult.

Students should use any resources available to create a picture. For example. they could have ten minutes to create a self portrait.   Students should use the appropriate feedback cards (Art lesson 2, feedback) to feedback on one another's efforts.

There is an advanced vocabulary match sheet resource (Art lesson 2, advanced vocabulary), which students with a passion for art (perhaps doing GCSE) will be able to translate into their first language.

Resources:

Lesson 1

Colour worksheet from http://www. anglomaniacy.pl/coloursTopic.htm
Art lesson 1 keywords

Lesson 2

Art lesson 2 feedback cards
Art lesson 2 vocab sheet
Art lesson 2 gap fill

Find these words for things in the art room

Colouring pencil

Pencil

Felt tip pen

Glue

Paint

Paintbrush

Water

Paper

Newspaper

Apron

Sink

Clay

Kiln

Show more **CONTROL** and **PRECISION.**

Try adding simple, clean lines and fine detailing.
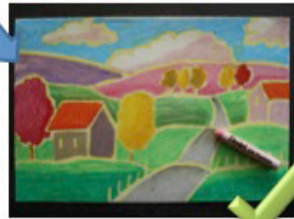
Press **LIGHTLY** and **FAINTLY.**

More like this!

Less like this.

Demonstrate/Apply **TONAL RANGE**

Demonstrate/Apply **DIRECTIONAL SHADING**

Tonal   Scumble   Smudge

Hatching   Accent Lines

Cross-Hatching
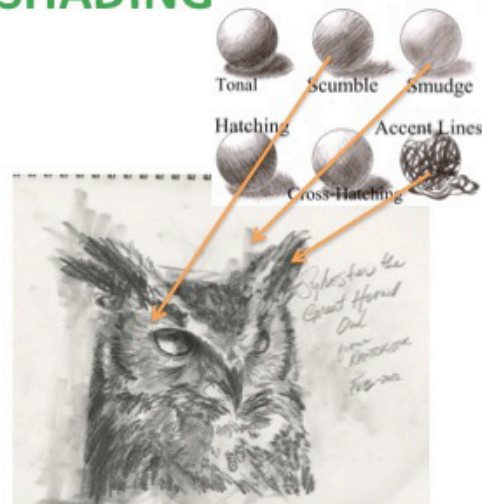
Check **ACCURACY**
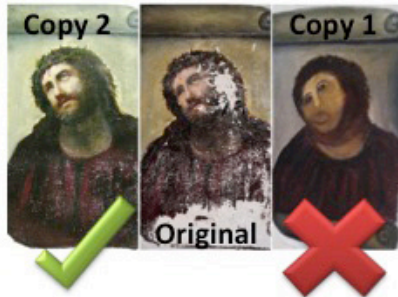
Add fine details.

Adjust **COLOUR MATCHING**

Make your shading **SMOOTH.**

BLEND the colours.

Use your finger or a paintbrush.

Work at a FASTER pace.

PICK UP THE PACE!

Focus 100%

DENNIS the MENACE

Ask your team mates ADVICE on how you could improve.

"You could improve this picture by…"

Demonstrate/apply TEXTURE.

Less like Yves Klein.

More like Van Gogh.
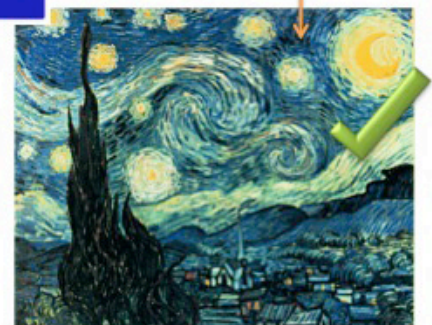
Does it look **3D**?

Use shading techniques you have learnt to make your drawing appear 3D.

Is it **ACCURATE**?

Does your picture look like this?

It should look like this.

Match the word with the meaning. Do you know the word in your first language?

Word	Meaning	Word in my language
composition	the way people or things are arranged in a painting or photograph	
shape	e.g. a circle, square, rectangle etc.	
Perspective	the way that objects appear smaller when they are further away and the way parallel lines appear to meet each other at a point in the distance.	
Collage	making a picture from various materials or objects, e.g. paper, cloth, photographs	
realistic	seeming to exist or happening in fact.	
Develop	grow or change to be more advanced, larger or stronger.	
Layout	the way that something is arranged.	
Construct	to build something or put together different parts to form something whole	
Space	an empty area that can be used.	
Sketch	**a simple, quick drawing without much detail.**	
Line	**a long, thin mark on the surface.**	
mark-making	**Using visual elements (e.g. pens, pencils) on a material**	
view finder	**rectangle or square shape you can look through to see what you are drawing or painting**	
Detail	**the small features of something that you only notice when you look very closely.**	
Pattern	**a particular way in which something is done or it happens**	
material	**something that things can be made from**	
Paint	**a coloured liquid that is put on a surface to decorate it.**	
Observation	**the act of watching something or someone**	

Use the words below to fill in the gaps in the sentence

Composition shape   Perspective   Collage   realistic

Develop   Layout   Construct   Space   Sketch

Line   mark-making   view finder   Detail   Pattern

Paint   observation   material

1. I would like to paint this _____ blue and pink.

2. The drawing of my friend was so _____.

3. I need to _____ the way I draw faces.

4. His _____ at the zoo helped him create excellent paintings.

5. I want to _____ a sculpture from metal.

6. What _____ is your face?

7. I like the _____ of the painting.

8. The children made a _____ out of postcards.

9. It was a group _____.

10. She drew a pencil _____ of her brother.

11. Use a ruler to draw a straight _____.

12. In 15th century Italy, artists rediscovered the rules of _____.

13. I like to do _____ using colouring   pencils.

14. I used a _____ to decide what to put in my picture.

15. I added more _____ to my painting of the river.

16. I wanted a _____ with green and purple starts on my wall.

17. My favourite _____ to use in art class is clay.

18. I sat on some wet _____.

Answer sheet: Use the words below to fill in the gaps in the sentence

Composition shape   Perspective   Collage   realistic

Develop   Layout   Construct   Space Sketch

Line   mark-making   view   finder   Detail   Pattern

Paint   observation   material

1.   I would like to paint this **space** blue and pink.

2.   The drawing of my friend was so **realistic.**

3.   I need to **develop** the way I draw faces.

4.   His **observations** at the zoo helped him create excellent paintings.

5.   I want to **construct** a sculpture from metal.

6.   What **shape** is your face?

7.   I like the **layout** of the painting.

8.   The children made a **collage** out of postcards.

9.   It was a group **composition.**

10.   She drew a pencil **sketch** of her brother.

11.   Use a ruler to draw a straight **line**.

12.   In 15th century Italy, artists rediscovered the rules of **perspective.**

13.   I like to do **mark-making** using colouring   pencils.

14.   I used a   *e   er* to decide what to put in my picture.

15.   I added more **detail** to my painting of the river.

16.   I wanted a **pattern** with green and purple starts on my wall.

17.   My favourite **material** to use in art class is clay.

18.   I sat on some wet **paint**.

Physical education and sport lessons teaching notes and activities

The lessons around PE and Sport and an excellent opportunity for students to work on their pronunciation, review key vocabulary around sport and look at the verbs which are commonly used in sport.

Lesson 1:

Target: to understand key vocab around sport, to be able to express a preference for a particular sport, to review first, second, third etc.

Resources: PE lesson 1 sports keywords sheets.

Activities:

1.   Cut up the keywords sports sheet, and have the students complete a word and picture match (PE lesson 1 sports keywords).

2.   Ensure understanding and pronunciation is correct, then students complete their own keywords sheet including translation where necessary.

3.   Students rank sports in order of their preference and use adjectives to describe their opinion of the sport.

Lesson 2:

Target: to be able to use correct verbs (play, do or go) with individual sports.

Activities:

1.   Quick review of sports keywords – students list as many sports as they can in one minute.

2.   Make sure sports keywords from previous lesson are remembered (PE lesson 1 keywords).

3.   Students work out definition for play / do / go (PE lesson 2 definition).

4.   Students sort sports cards according to appropriate verb.

5.   Extension activities: students could construct questions to one another about people they know and the sports in which they participate, or they could give instructions for how to play a particular sport. E.g. Does _____ play cricket?

Resources
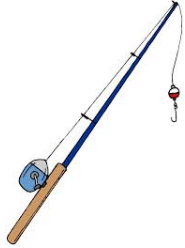
Lesson 1	Lesson 2
PE Lesson 1 Keywords	PE lesson 2 go do play
	PE lesson 2 go do play answer sheet

PE Keywords Sports

Sport	Picture	Word in your language
Football		
Netball		
Basketball		
Parkour		
Gymnastics		

Dance		
Fencing		
Rugby		
Tennis		
Field hockey		
Volleyball		

Cricket		
Badminton		
Golf		
Swimming		
Climbing		

Fishing		
Running		
Skating		
Aerobics		
Karate		

Play	Do	Go

for team sports or sports played with a ball
for sports that end in –ing
with sports that you don't need any equipment to do

Answer sheet for teachers

Use **PLAY** for team sports or sports played with a ball

football, basketball, rugby, tennis, hockey, volleyball, cricket, soccer, badminton, golf.

Use **GO** for sports that end in –ing (gerund)

s   s   c   s   ru   o   s a   ure s a

NOTE: There is no **to** between go and the activity. You do NOT 'go **to** swimming.' You just 'go swimming.'

The sports that end in –ing are all in gerund form. They can also be used in their verb form:

s   s   c   e scu a   e s ru   o s a e   ure s a e

"Do you scuba dive?"
" Yes! I love scuba diving."

"I learned how to ski when I was 9 years old."

"She skates at the local community centre."

"He runs marathons for fun!"

Use **DO** with sports that you don't need any equipment to do:

aero cs   ara e   ar a ar s   o a   as cs

"She does a lot of yoga – that's why she looks so great!"

"My daughter used to take swimming lessons, but now she does gymnastics."

"Do you do any sports?"

Make *is not used in English to talk about sports.*

IT lessons teaching notes and activities

These lessons will benefit all subjects and assist new arrivals who missed the key skills elements of Key Stage 3 ICT.

Using ICT whenever possible in your lessons will allow students who are less familiar with PCs to consolidate their understanding.

The most important elements of ICT are

•   remembering passwords, and entering them in the correct place

•   creating new folders and saving files using suitable file names in the correct named folder.

•   logging in using the school email system and folders

Lesson 1:

Logging on, creating a folder in Word, saving a file in a folder, logging onto the school email system and student folders.

Resources; PC, ICT instructions

Activities:

1.   Support the students to log onto the school system as appropriate.

2.   Give students the task for their word document. Support students to use the instruction document as necessary.

3.   Show students how to log on to their email account and the google drive. Ask them to email you the document they created for their task.

4.   Extension activity: students could create another word document, on a subject of your choice that reviews an area that they have already studied with you. For example, the subjects studied at school ranked in order of preference or hobbies etc.

Lesson 2:

review logging on, checking emails and the basics of Word and PowerPoint, internet basics

Resources: PC, ICT instructions

Activities:

1.   Support the students to log on and check emails.

2.   Support students to carry out tasks on the Word document.

3.   Support students to carry out tasks on the PowerPoint document.

4.   Extension task: students use PowerPoint to create a presentation about someone who they are interested in, of their own choice.

Word task:

1. Create an EAL folder.

2. Create a Word document

3. Save the document in your EAL folder as 'Yesterday 1'

4. In 'Yesterday 1' list five things that you did yesterday after school.

Extended Word task

1. Create and a new document in Word called 'Bristol'

2. Create a folder called 'Project 1' in your EAL folder.

3. Save 'Bristol' in your 'Project 1' folder.

4. In 'Bristol' write down the names of five places you have seen in Bristol. For example, The city centre, shops, school etc.

5. Put the names in a numbered list.

6. Make each of the names a different colour.

7. Add a title 'My Bristol'

8. Go online. Copy and paste a picture to illustrate each of each of the places you have visited.

9. Put the places in order of why you like them.

10.   Email the document to your teacher.

Religious Studies lessons teaching notes and activities

Religious studies is underpinned by an understanding of world religions. This lesson aims to give students the vocabulary needed in English to be able to describe the main features underpinning world religions.

Lesson 1:

To be able to describe places of worship for Sikhism, Christianity, Hinduism and Islam.

Keywords: places of worship, mosque, temple, church.

Activities:

1.   Ask students to draw a mosque, temple and church. If appropriate, students may comment on when they last went to a place of worship.

2.   Use an adapted version of the PowerPoint listed in resources. Many students may like to just focus on the places of worship, instead of a more detailed understanding of religions in the first lesson.

3.   Using YouTube you can illustrate each of the main places of worship and find tours of famous places of worship from around the world.

RS resources

Places of worship, a PowerPoint presentation, created by Natasha Brown. You can download it from the website link below. It is under general resources:

http://www.primaryresources.co.uk/re/re.htm#re

World religions research sheets, created by Kendel Brady. You can download it from the website link above.

Design and Technology lessons teaching notes and activities

Design and technology (DT) is a subject in which many students with EAL are able to engage relatively quickly, irrespective of their level, because of the practical elements in the course.

Below are keywords around what is taught in various aspects of DT. The best way for students to understand these key words is through delivering the lesson in the appropriate DT room where you are able to use the appropriate resource.

Lesson 1:

Textiles

Target: talk about how to design and assemble a small cushion.

Key words: Colour, Texture, Sewing machine, wadding, tacking, product, pattern, monster, seams, fastenings, filling, design, research, evaluation.

Resources: a range of materials, an old cushion.

Activities:

1. Draw a design for a product made out of material, for example a cushion or a purse (use design sheet). Students could carry out research by looking at pictures of cushions online.

2. Label the drawing with the key words from the sheet.

3. Students carry out an evaluation of their design – what is good about it? How could it be improved? Discuss verbally, then complete sheet.

4. Put the instructions into the correct order with the worksheet DT lesson 1.

Lesson 2:

Food

Target: talk about planning a healthy packed lunch.

Key words: Texture, product, design, research, evaluation, healthy eating, cooking, knife, nutrients, hygienic, protein, fat, fibre, carbohydrate, mix, bacteria, bake.

Resources: students packed lunch.

Activities:

1. Brainstorm as many things you can eat as possible.
2. Discuss question 'What are you good at cooking?'
3. Students look at healthy plate pictures and count how many of the foods they listed initial brainstorm.

4. Discuss question 'Why is healthy eating important?'
5. Looking at the meal, explore the meaning of nutrients, protein, fat, fibre and carbohydrate. Label the plate (DT lesson 2)with these keywords.
6. Students play Pictionary or mime game using key words from today's lesson.

Lesson 3:

Resistant materials

Target: understand key words used in the DT room

Key words: Safety, goggles, saw, wood, bench vice, woodwork plane, band saw, sandpaper, glue, Perspex, varnish, nails, hammer.

Resources: PCs

Activities

1.   Review what 'safety' means from the Science lesson. Why is safety important in the DT room?

2.   Students research the key word noun list by going online and finding an image to go with each of the nouns. They could print out the finished document for their folder, email it to you or use the pictures found to create a display.

3.   If possible, a visit to the DT room and safety instructions created working with the DT teacher which are specific to your school, could be explored.

DT Resources

Lesson 1;

Textiles

1.   DT lesson 1 design sheet

2.   DT lesson 1 instructions

Lesson 2;

Food

1.   DT lesson 2 healthy eating

2.   DT lesson 2 Keyword translation sheet

3.   DT lesson 2 Vocabulary quiz

Lesson 3:

Resistant materials

1.   DT Lesson 3 keywords

Draw a design for a product made out of material.
E.g. a cushion or a purse.
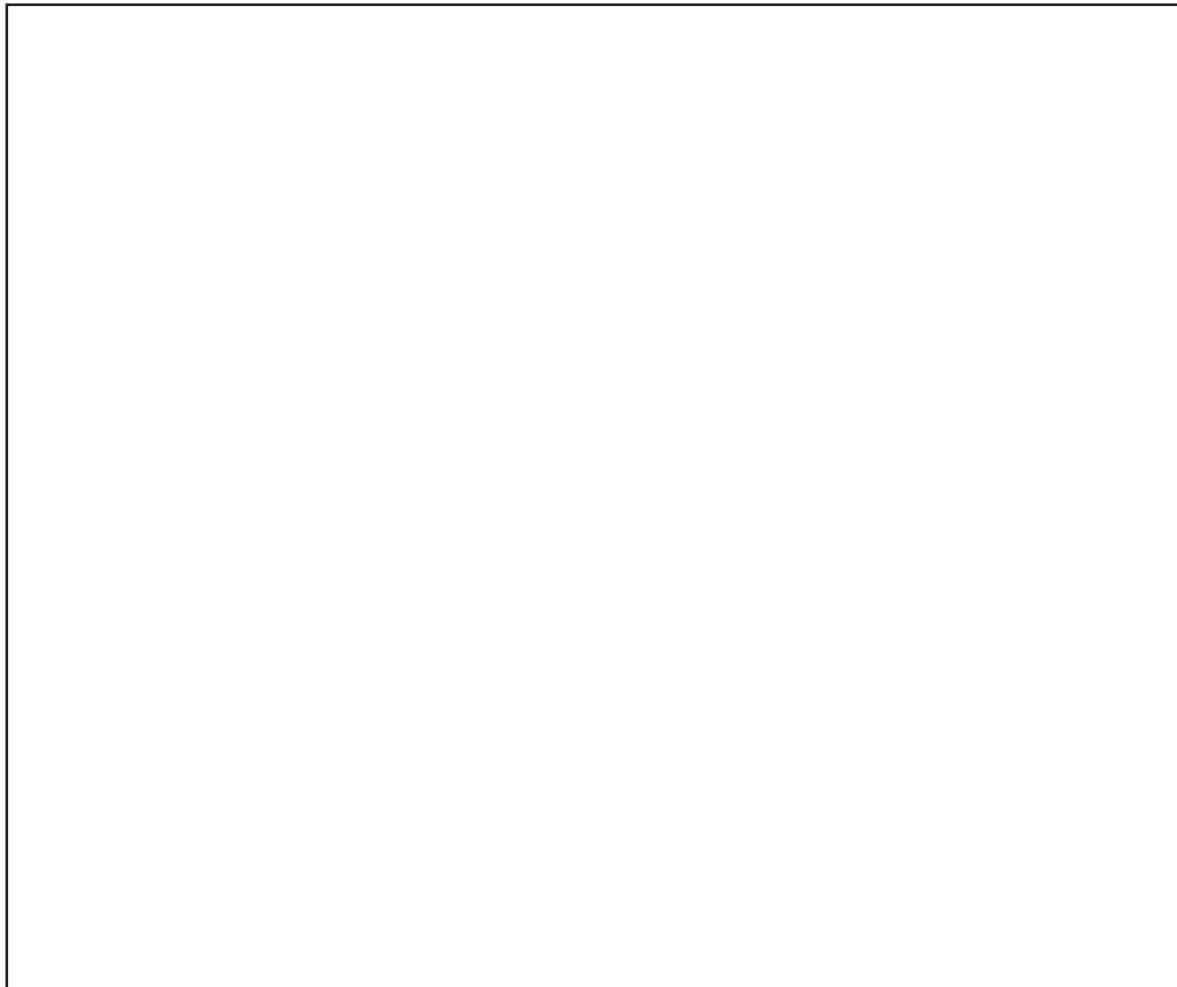
Label your design with the following words:

Colour = _____ (e.g. blue, red etc)

Texture = _____ (e.g. soft, rough, silky)

What research did you do for this design?

Who is the product aimed at?

Evaluation

I think this design is good/bad/interesting because:

_____

Put the instructions for making a cushion into the correct order:

1.   Push in wadding for the filling of the cushion.

2.   Remove the tacking.

3.   You have finished.

4.   With right sides of the material together, (or facing each other),tack along the seams of the material.

5.   Sew on the fastening. Turn cushion the right way round. The right side of the material is now on the outside.

6.   Use a pattern to cut out the material for your cushion.

7.   Do up the fastening.

8.   Use a sewing machine, sew along three sides of the seams.

Cushion Instructions in correct order

1.   Use a pattern to cut out the material for your cushion.

2.   With right sides of the material together, (or facing each other),tack along the seams of the material.

3.   Use a sewing machine, sew along three sides of the seams.

4.   Remove the tacking.

5.   Sew on the fastening. Turn cushion the right way round. The right side of the material is now on the outside.

6.   Push in wadding for the filling of the cushion.

7.   Do up the fastening.

8.   You have finished.

What is a healthy diet?

Fruit and vegetables

Bread, rice, potatoes, pasta and other starchy foods

Meat, fish, eggs, beans and other non-dairy sources of protein

Food and drinks high in fat and/or sugar

Milk and dairy foods
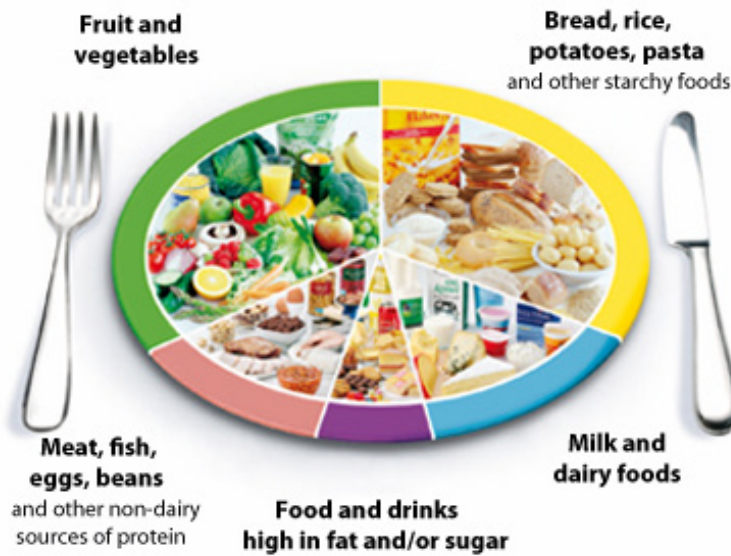
Draw a picture of each of these foods.

Circle the healthy foods in green and the unhealthy foods in red

Chocolate	apples	bananas	bread	tomatoes
KFC	curry	dates	biscuits	chips
Peppers milk	sugar	salad		orange juice

Can you translate the DT cooking words into your first language?

DT cooking word	Word in my first language
Texture	
product	
design	
research	
evaluation	
Healthy eating	
cooking	
knife	
nutrients	
hygienic	
protein	
fat	
fibre	
carbohydrate	
mix	
bacteria	
bake	

Group the words

Which four words do you use in all Dt classes to plan what you will do?

Which word describes whether something is chewy, crunchy, soft or hard?

Which word is the name of something that you use to cut with?

Which word describes everything that you have to do to be clean when preparing food?

Which word describes the germs that grow on meat in a warm room?

What is the word for cooking something in an oven?

What do we use a spoon for in a bowl with ingredients?

Group the words – answer sheet

Which four words do you use in all DT classes?

Product, design, research, evaluation

Which word describes whether something is chewy, crunchy, soft or hard?

Texture

Which word is the name of something that you use to cut with?

Knife

Which word describes everything that you have to do to be clean when preparing food?

Hygienic

Which word describes the germs that grow on meat in a warm room?

Bacteria

What is the word for cooking something in an oven?

Baking

What do we use a spoon for in a bowl with ingredients?

Mixing

What do these words from DT resistant materials mean?

Draw a picture or find a picture online.

Goggles

saw

wood

bench vice

wood plane

band saw

sandpaper

glue

Perspex

Varnish

Nails

hammer

History lessons teaching notes and activities

Teaching Notes

After consultation with my History department, the following vocabulary and concepts were identified as important in accessing History lessons:

- Understanding of chronology
- Sequencing events
- Timelines

- Dates BC and AD
- Looking at evidence from sources – changes and comparisons

Lesson 1

Creating a Royal Family Timeline

Keywords: timeline, date, queen, prince, princess, mother , father, brother, sister, uncle, aunt, niece, nephew, grandfather, grandmother,

- Introduce the vocabulary of the family and relationaships. Use the Simsons pictures as visuals.
- Use Simpsons family tree and try online quiz
- Move on to the sheet with the Royal Family tree to contimue talking about family and relationships.
- Include a discussion about the role of the Royal Family and encourage the students to talk about any kings or queens they know about.
- Follow on with the dates of birth of the Royal Family – practise questions and answers about when different members were born and how old they are and how many years older or younger they are.
- Construct a timeline from 1900 to 2015, cut out the pictures of the Royal Family and stick them on the timeline for when they were born.

Extension activity : Introduce concept of AD and BC - Create a World History Timeline using timeline cards

Lesson 2

How a street in Bristol has changed through history

Keywords: evidence, source, changes, photograph, World War 2, old, new, dates

How do we know what has happened in history? We look at evidence.

Look at the pictures of Wine Street through history (sources 1 – 13) and ask the students to tell you about the changes that have taken place as time has gone by. Include how the buildings looked, modes of transport and how people dressed. Practise saying the dates.

Discuss how WWII affected the centre of Bristol and what happened afterwards.

Try to compose at least one simple sentence for each source.

Resources

Lesson 1

Individual pictures of the Simpson Family
http://en.wikipedia.org/wiki/Simpson_family#Extended_Simpson_family

Picture of Simpson Family tree + online quiz
http://www.englishexercises.org/makeagame/viewgame.asp?id=453

Royal Family – family tree
http://katemiddletonstyle.scriptoor.com/tag/british-royal-family-tree/

Timeline cards
http://www.primaryresources.co.uk/history/history.htm Timeline Cards (Dominic Colley)

Lesson 2

History of Wine Street pictures – 13 pictures of Wine Street from 1814 through to 2010

Source 1.   Wine Street Bristol 1814
http://www.gutenberg.org/files/19032/19032-h/19032-h.htm

Source 2.   Wine Street Bristol 1900
http://www.flickr.com/photos/brizzlebornandbred/sets/72157603190049612/detail/?page=10

Source 3. Wine Street Bristol 1916
http://www.flickriver.com/photos/brizzlebornandbred/2033006815/

Source 4.   Wine Street Bristol 1926
http://www.flickr.com/photos/brizzlebornandbred/6741764539/sizes/o/in/photostream/

Source 5. Wine Street Bristol 1936
http://www.cliftonrfchistory.co.uk/internationals/england/baker/baker.htm

Source 6. Wine Street Bristol 1930s
http://www.flickr.com/photos/brizzlebornandbred/8258354912/sizes/c/in/photostream/

Source 7. Wine Street Bristol November 24th 1941
http://www.flickr.com/photos/brizzlebornandbred/2049583079/

Source 8. Wine Street Bristol November 24th 1941
http://www.cliftonrfchistory.co.uk/internationals/england/baker/baker.htm

Source 9.   Wine Street Bristol post war
http://www.flickr.com/photos/brizzlebornandbred/2054719926/sizes/z/in/set-72157603190450413/

Source 10.   1950s A post-war view of Wine Street after the blitz of World War II. This area of Bristol was never rebuilt and lies under Castle Park.
http://www.flickr.com/photos/brizzlebornandbred/2054736335/

Source 11. 2010 Outdoor Market Wine Street Bristol
http://commons.wikimedia.org/wiki/File:Outdoor_Market,_Wine_Street,_Bristol_-_DSC05870.JPG

Source 12+ 13 Wine Street Bristol 2010 (Google Street Map)