

### **ESOL: Scheme of Work BEGINNERS [Higher]**

The materials that go with this scheme can be accessed through the Leeds City College network> Student pools> Examples> Beginners.  
The main materials can also be accessed on line at [ESOL.co.uk](http://ESOL.co.uk)> beginners.

The course is designed to teach students the first 100 dolch words, plus cvc words for all short vowels. Other topic words and letter combinations are taught for recognition. The course emphasises letter shape and position and developing grapho-phonics skills.

Students can access the materials and listen to the words via the online site at [www.esol.co.uk](http://www.esol.co.uk).

For each week there are two lessons for example 1.1 and 1.2. These are the materials the students can access.  
In some cases there may be supplementary materials offered (which you can find in the supplementary folder) .

Tutors are encouraged to upload supplementary material in the supplementary folder (student pools, examples, esol, beginners, lessons supplementary material)

Tutors can also adapt material as long as they save it under a different name and place in the supplementary materials folder or their own folder.

In order to maintain the integrity of the course it is necessary to cover the key phonology and structures for each week.

In the later lessons there is a topic based emphasis and therefore the phonology is dealt with separately.

Although the tutor will follow the scheme regarding this topic based material and the structures and functions to be covered, they may wish to adapt the present material in order to suit the individual needs of the students within their classes.

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### S+L performance criteria.

For the higher beginner level. S+L performance criteria is linked to the criteria for the Trinity Step One exam. A full description of this is given at the end of this document. This is highlighted in blue within the scheme.

For higher beginners the performance criteria is based around Trinity Step Two. This is included within the SOW to allow accurate tracking of progress towards higher beginner level. Trinity Step two criteria are highlighted in green. **However, the students do not take the Trinity exam.** Instead the teacher will do a similar non accredited exam. A full description of these criteria is given at the end of this document.

### Literacy Performance criteria.

The course is designed to teach students the first 100 dolch words, plus cvc words for all short vowels. Other topic words and letter combinations are taught for recognition. The course emphasises letter shape and position and developing grapho-phonetic skills. The dolch words are highlighted in purple within the scheme.

There is also an emphasis on handwriting, positioning in regard to the line, word shapes and functional literacy, particularly form filling, simple notes. These are written in black in the performance criteria.

E+D is highlighted in brown.

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1	<p><b><u>FOCUS: SHORT A</u></b> <b><u>INDUCTION / HANDBOOK</u></b></p> <ul style="list-style-type: none"> <li>Days of week relating to class timetable.</li> <li>Go through simplified handbook.</li> <li>Explain emergency procedures.</li> <li>Emergency Procedures Handout</li> <li>Locate fire exits.</li> <li>Class rules power point.</li> </ul> <p><b><u>TOPIC: INTRODUCTIONS</u></b></p> <ul style="list-style-type: none"> <li>Ask for personal details</li> <li>Ask for information</li> <li>Chat with people</li> <li>Make simple statements of fact</li> <li>Give personal details.</li> </ul> <p>Numbers 1-10 in figures and orally.</p> <p>Students greet others students and ask which country they come from. (E+D). The tutor uses a map and Google images to get some pictures of the different nations represented.</p> <p>The tutor is actively involved in assessing students to determine their individual learning styles and any changes that may need to be made to resources and teaching methods to accommodate any particular needs. The tutor will also assess what adjustments could be made to facilitate learning and whether an LSA would be desirable for any individuals.</p>	<p><u>Functions.</u></p> <ul style="list-style-type: none"> <li>Understand the classroom rules.</li> <li>Follow a simple timetable.</li> <li>Follow simple instructions.</li> </ul> <ul style="list-style-type: none"> <li>Recognise a limited number of words, signs and symbols</li> <li>Decode simple, regular words</li> <li>Recognise the letters of the alphabet in both upper and lower case</li> <li>Identify the letters of the alphabet in both upper and lower case</li> <li>Recognise digits</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Simple questions (verb to be) in the first person.</li> <li>Simple answers (verb to be) in the first person.</li> <li>Recognise imperative.</li> </ul>	<p><b>1.1 Hello.</b> <b>My name is</b> _____</p> <p><b>What is your name?</b></p> <p><b>1.2 Good morning.</b> <b>Where are you from?</b> <b>I am from _____.</b></p> <p>My class is on Tuesday and Thursday.</p> <p>Extension Address, date of birth, telephone number.</p> <p>You must go out of the fire exit. You must not run. You must not go home.</p> <p>You must come to every class. You must listen. You must write at home. You must come on time.</p> <p>Higher Level [Imperatives] Don't Leave Go Wait Run Panic Push Go</p>	<p>Working on pronunciation of key vocabulary.</p> <p>Question intonation.</p> <p>Dolch words (7)</p> <p><b>1.1 My is are you what I am</b></p> <p><b>1.2 Good morning afternoon where from</b></p> <p>You must / you must not</p>	<p>Write full name in capitals on form.</p> <p>Spell full name.</p> <p>End sentences in full stops.</p> <p>Recognise which small letters of the alphabet have a stick going up or down.</p> <p>Write capitals letters on the line and appropriately sized.</p> <p>Identify initial letter sounds and link to objects.</p> <p>TRINITY STEP 1 Exchanging greetings</p> <p>Question words what? Where?</p> <p>Determiners Possessive adjectives my, your</p>

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2	<p><u>Review of previous learning + Assessment of progress</u> Test previous learning of personal details by asking students to fill in a form and ask each other questions. Ask students to write days of the week.</p> <p>Review numbers 1-10 in figures and orally.</p> <p><b><u>FOCUS: INDUCTION / DIAGNOSTICS</u></b> <b><u>TOPIC: LEARNING ABOUT THE COLLEGE</u></b></p> <p><b><u>Introduce: Polite requests</u></b> Asking for location Asking for classroom equipment.</p> <ul style="list-style-type: none"> <li>Start to learn letter sounds</li> <li>Identifying and labelling classroom equipment</li> <li>Pairwork using picture prompts</li> <li>Model Q and As</li> <li>Practise Q&amp;A as class</li> <li>Spelling place words [stairs/toilets etc]</li> </ul> <p>Students greet and speak with students from different countries. (E+D) They find some similarities and differences. These are celebrated.</p> <p>The tutor uses the diagnostic to help determine the starting point, strengths and weaknesses of students and any particular challenges that students may face as well as if any students need an LSA.</p>	<p align="center"><u>Functions.</u></p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.                             <ul style="list-style-type: none"> <li>Develop correct spellings of                                     <ul style="list-style-type: none"> <li>Understand the classroom rules.</li> <li>Follow a simple timetable.</li> <li>Follow simple instructions.</li> </ul> </li> </ul> </li> <li>Recognise a limited number of words, signs and symbols.</li> <li>Identify location.</li> <li>Make a polite request.</li> </ul> <p align="center"><u>Grammar</u></p> <ul style="list-style-type: none"> <li>WH question forms</li> <li>College orientation (map of building, images, social sight words)</li> </ul>	<p><b>Hello.</b> <b>How can I help you?</b> <b>Where is the _____ ?</b> <b>The _____ is here / there</b></p> <p><b>Office</b> <b>Toilets</b> <b>Reception</b> <b>Coffee area</b> <b>Stairs</b> <b>Lift</b> <b>Library</b> <b>Room</b></p> <p>Can I have..... please? A Pen A Pencil A Rubber The hole punch File notebook</p>	<p>Working on pronunciation of key vocabulary</p> <p>Question intonation..</p> <p>Dolch words ( 10) <b>2.2 How can I help you me</b> <b>Where there here the</b></p>	<p>Say address.</p> <p>Recognise names of parts of the college.</p> <p>Write the alphabet in the correct positions on the line.</p> <p>End sentences in full stops and question marks.</p> <p>Copy small letters of the alphabet correctly in relation to the line.</p> <p>Write capitals letters on the line and appropriately sized.</p> <p>Identify initial letter sounds and link to objects.</p> <p><b>TRINITY STEP 1</b> <b>Identifying and naming items</b></p> <p><b>Immediate surroundings including classroom objects</b></p>

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3	<p><u>Review of previous learning + Assessment of progress</u> Test previous learning by having students ask politely for classroom equipment. (pen, ruler, rubber, hole punch, notebook) Match names to pictures.</p> <p><b>FOCUS: SHORT E</b> <b>TOPIC: Number 1-10</b></p> <p>What is this? It is a ..... What are they? They are ..... Find the .....</p> <p>Review numbers 1-10 in figures and introduce words. How many ..... are there? There are ..... hens.</p> <p>S+L common classroom instructions. e.g. <b>open, close, point to, show me.</b></p> <ul style="list-style-type: none"> <li>• Start to learn letter sounds</li> <li>• Listen and build simple 3 or 4 letter words using letter cards. <ul style="list-style-type: none"> <li>• Use text prompts. Model Q and As</li> </ul> </li> <li>• Practise Q&amp;A as class</li> <li>• Pairwork using picture prompts</li> <li>• Match letter sounds to symbols (written letters) using alphabet cards</li> <li>• Model how simple words are made from individual sounds that are put together (word building eg p-e-n, f-r-o-m etc)</li> </ul> <p>The tutor continues to get the class to mix and to promote each student knowing all the names of everyone in the class. (E+D) The tutor ensures that the materials over the course include a images of a diversity of people.</p>	<p><u>Functions:</u></p> <ul style="list-style-type: none"> <li>• Develop basic literacy skills to read and write simple sentences.</li> <li>• Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>• Develop hand-writing skills.</li> <li>• Develop correct spellings of simple words.</li> <li>• Counting with numbers (1-10) recognition and writing in words.</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Use article: a, an, the – before nouns.</li> <li>• Use simple nouns</li> <li>• Use simple verbs</li> <li>• Verb to be; is / are – singular/plural</li> <li>• Recognise and use upper/lower case letters <ul style="list-style-type: none"> <li>• Personal pronouns</li> </ul> </li> <li>• How many pens are there?</li> <li>• There are ..... pens.</li> <li>• Extend vocabulary by thinking of words related to key words in text</li> </ul>	<p>_____</p> <p>3.2 Ned is a man. One man. A bed. A big bed. One bed. A bed for Ned. Come here Ned. Go away Ned. Go to bed Ned.</p> <p><b>Excuse me. Where is Ned/Ted/Ben?</b></p> <p><b>Ned/Ted/Ben is here / there</b></p> <p><b>Sorry. I don't understand.</b></p>	<ul style="list-style-type: none"> <li>• Dolch words (</li> <li>• <b>3.1) two/and</b></li> <li>• <b>3.2)/one/the/is/g o/ a/ for/ big come/ here / away/ to</b></li> <li>• CVC words next short e vowel sound: <b>(bed/fed/Ned/Ted//ben /hen/men/man/for)</b></li> </ul>	<p>Fill in form with name address.</p> <p>Recognise numbers 1-10.</p> <p>Make polite requests.</p> <p>Read cvc words with short e.</p> <p>Copy small letters of the alphabet correctly in relation to the line.</p> <p>Identify initial letter sounds and link to objects.</p> <p><b>TRINITY STEP 1</b> Understand w Imperatives for common actions, e.g. open, close, tell me, give, point to, touch, show me</p> <p>Cardinal numbers up to 10</p> <p>Question words How many</p> <p>Common nouns in singular and plural (regular),</p>

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4	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of short e words and dolch words by dictation. Test knowledge of What is this ? How many are there? by question and answer and test sheet.</p> <p><b><u>FOCUS: SHORT i</u></b> <b><u>TOPIC: Identify objects.</u></b></p> <p><u>S+L Identifying people.</u> What is your name? My name is ..... What is his name? His name is ..... What is her name? Her name is .....</p> <p><u>Describing colour</u> What is this? It is a ..... What is that? It is a .....</p> <p>What colour is the .....? The ..... is .....</p> <p>Common classroom instructions. e.g. <b>show me, give, tell me, ask me, write, read</b></p> <ul style="list-style-type: none"> <li>• Start to learn letter sounds</li> <li>• Listen and build simple 3 or 4 letter words using letter cards.</li> <li>• Use picture prompts and text. Model Q and As</li> <li>• Pairwork using picture prompts</li> <li>• Model how simple words are made from individual sounds that are put together (word building eg p-e-n, f-r-o-m etc)</li> <li>• Say simple words and allow students to build them using alphabet cards.</li> <li>• Complete words in boxes by recognising letter shapes</li> <li>• Word Search</li> </ul> <p>The tutor continues to get the class to mix and to promote</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>• Develop basic literacy skills to read and write simple sentences.</li> <li>• Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>• Develop hand-writing skills.</li> <li>• Develop correct spellings of simple words.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Use article: a, an, the – before nouns.</li> <li>• Use simple nouns</li> <li>• Use simple adjectives.</li> <li>• Adjective noun order.</li> <li>• Verb to be; is / are – singular/plural</li> <li>• Recognise and use upper/lower case letters</li> <li>• Recognise letter shapes [above/below the line]</li> <li>• Extend vocabulary by thinking of words related to key words in text.</li> </ul>	<p><b>One window.</b> <b>A big window.</b> <b>Find the window.</b> <b>A small window.</b> <b>One bin.</b> <b>A small bin.</b> <b>A blue bin.</b> <b>A bin with a lid.</b> <b>Find the blue bin.</b></p>	<ul style="list-style-type: none"> <li>• Dolch</li> </ul> <p><b>4.1 funny /in/ and /jump</b></p> <p><b>4.2) (find /window with / /blue/ small</b></p> <ul style="list-style-type: none"> <li>• CVC words next short vowel sound:</li> </ul> <p><b>(did/hid/lid/big/dig/fig/ /pig/wig/ bin)</b></p>	<p>Say telephone number.</p> <p>Write name and address and telephone number.</p> <p>Talk about someone else in the class.</p> <p>Read cvc words with short i.</p> <p>Identify initial letter sounds and link to objects.</p> <p>Copy small letters of the alphabet correctly in relation to the line.</p> <p><b>TRINITY STEP 1</b> <b>Understand Imperatives for common actions, e.g. give, tell me, ask me, write, read</b></p> <p><b>Demonstratives This/ that</b></p> <p><b>Colours</b></p> <p><b>The present simple tense of to be</b></p>

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	<p>each student knowing all the names of everyone in the class. (E+D) The tutor uses targeted questioning to involve every student at an appropriate level. She continues to use a variety of activities which would suit different learning styles.</p>				
5	<p><b>TUTORIALS</b>  <u>Review of previous learning + Assessment of progress</u>            Test knowledge of short i words and dolch words by dictation.            Test knowledge of “What colour is the .....? by question and answer and students writing some sentences.            Review of previous learning + Assessment of progress. My/ his/ her name is .....</p> <p><b>FOCUS: SHORT O</b>  <b>TOPIC: DESCRIBING OBJECTS</b></p> <p><u>Introduce: Describing objects with the verb to be.</u>  <u>Yes / no questions with the verb to be</u>            Is the mop big?            No, it isn't. The mop is little.            Is the hob hot?            Yes, it is. The hob is hot.</p> <ul style="list-style-type: none"> <li>Practise letter sounds.</li> <li>Listen and build simple 3or 4 letter words using letter cards.</li> <li>Simple form filling (name, address etc)</li> <li>Read simple sentences and match.</li> <li>Read short text of people’s basic info (name, from married , has got)</li> </ul> <p>FINAL COURSE PLACEMENT</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> <li>Ending sentences with correct punctuation.</li> <li>Count 11-20.</li> <li>Identify colours.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Use simple nouns</li> <li>Use simple adjectives.</li> <li>Use simple verbs</li> <li>Questions with the verb to be.</li> <li>Verb to be; is / are – singular/plural</li> <li>Recognise and use upper/lower case letters</li> <li>Recognise letter shapes [above/below the line]</li> <li>Extend vocabulary by thinking of words related to key words in text.</li> </ul>	<p><b>A dog.</b>  <b>A little dog.</b>  <b>One red dog.</b>  <b>One dog runs with me.</b>  <b>It is my dog.</b>  <b>A mop.</b>  <b>A little mop.</b>  <b>My mop is little.</b>  <b>My mop is not big.</b>  <b>Look at my mop.</b></p> <p><b>Related vocabulary for:</b>  <b>dog/little/red/hot/box/ make</b></p>	<ul style="list-style-type: none"> <li>Dolch list  <b>(5.1) little/look/ /me/my/not//red/ run</b></li> <li><b>5.2)make</b></li> <li>CVC words next short vowel sound:  <b>(hop/lop/mop/pop/top/bog/ dog/ fog/log/got)</b></li> </ul>	<p>Recognise numbers 11-20.</p> <p>Fill in a form with name address and date of birth.</p> <p>Read cvc words with short o.</p> <p>End sentences in full stops.</p> <p>Identify initial letter sounds and link to objects.</p> <p>Write small letters of the alphabet correctly in relation to the line.</p> <p><a href="#">Trinity Step One</a></p> <p><a href="#">Simple adjectives e.g. little, big, hot</a></p> <p><a href="#">The present simple tense of to be</a></p>

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	<ul style="list-style-type: none"> <li>• <u>S&amp;L activities.</u></li> <li>• Use picture prompts and text. Model Q and As</li> <li>• Practise Q&amp;A as class</li> <li>• Pairwork using picture prompts</li> <li>• Say simple words and allow students to build them using alphabet cards.</li> <li>• <u>R&amp;W activities:</u></li> <li>• Check handwriting/letter formation</li> <li>• Encourage simple word and sentence building.</li> <li>• Complete words in boxes by recognising letter shapes</li> <li>• Word Search</li> <li>• Writing own sentences [Extension]</li> </ul> <p>The tutor uses the tutorials to discuss with students if they have any particular concerns and if they would benefit from an LSA. The tutor discusses with each student their starting point, strengths and weaknesses, learning style and any adjustments that could be made to facilitate learning.</p> <p>Review of previous learning + Assessment of progress of first 4 weeks.</p> <p>ILP's/ target setting</p>				



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6	<p><u>Review of previous learning + Assessment of progress</u>                      Test knowledge of short o words and dolch words by dictation.                      Test knowledge of questions with the verb to be (“is the mop big?”) by question and answer and students writing some sentences.</p> <p><b><u>FOCUS: SHORT u</u></b>  <b><u>TOPIC: QUESTIONS ABOUT PEOPLE AND PLACE.</u></b></p> <p><u>Introduce:</u> Asking about people. Who is the mug for?                      Asking about simple location. Where do you play?</p> <p>S&amp;L activities. Use picture prompts rather than text where ever possible. Model pronunciation of vocabulary and Q and As</p> <ul style="list-style-type: none"> <li>Say simple words and allow students to build them using alphabet cards.</li> <li>Check handwriting/letter formation</li> <li>Encourage simple word and sentence building from picture prompts/students e.g. Can I have a pen please?</li> <li>Match simple sentences to pictures. E.g.</li> <li>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</li> </ul> <p><u>R&amp;W activities:</u></p> <ul style="list-style-type: none"> <li>Complete words in boxes by recognising letter shapes</li> <li>Word Search</li> <li>Writing own sentences [Extension]</li> </ul>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> <li>Follow simple instructions.</li> <li>Identify people.</li> <li>Identify places.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Use simple nouns</li> <li>Use simple adjectives.</li> <li>Use simple verbs present simple</li> <li>Simple prepositions.</li> <li>Verb to be; is / are – singular/plural</li> <li>Recognise and use upper/lower case letters</li> <li>Ending questions with correct punctuation.</li> <li>Use who to ask about people and where to ask about place.</li> </ul>	<p><b>A cup for dad.</b>  <b>A mug for mum.</b>  <b>Where is dad’s cup?</b>  <b>Three cups.</b>  <b>One jug for dad.</b>  <b>A cup and a jug.</b>  <b>See the rug.</b>  <b>Find the yellow rug.</b>  <b>A bug.</b>  <b>A bug on the yellow rug.</b></p> <p><b>One brown hut.</b>  <b>Three huts.</b>  <b>Go to the hut!</b>  <b>We play at the hut.</b>  <b>A hut and nuts.</b>  <b>Three nuts.</b>  <b>Cut up!</b>  <b>Cut up the nuts.</b>  <b>Where are the nuts?</b></p>	<ul style="list-style-type: none"> <li>Dolch list</li> </ul> <p><b>6.1 yellow/ see /for/ find</b></p> <p><b>6.2 /up/we/three /where/ play /at / and /the / are</b></p> <ul style="list-style-type: none"> <li>Focus on next set of CVC words:</li> </ul> <p><b>(up/cup/pup/but/cut/gut/hut/jut/mut/nut)</b></p>	<p>Talk about colours.</p> <p>Make polite requests.</p> <p>Read cvc words with short u.</p> <p>Identify initial letter sounds and link to objects.</p> <p>Write small letters of the alphabet correctly in relation to the line</p> <p><a href="#">Trinity Step 1 Question words who? Where?</a></p> <p><a href="#">Colours</a></p>

The tutor uses carefully targeted questioning to involve everyone in the class at an appropriate level and continues to use a variety of activities which would suit different learning styles.

The tutor ensures that all the students in the class mix and work together in different activities.

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
7	<p><u>Review of previous learning + Assessment of progress</u>            Test knowledge of short u words and dolch words by dictation.            Test knowledge of “Who is the mug for? Where do you ..... ? “ by question and answer and students writing some sentences.</p> <p><b><u>FOCUS: SHORT A</u></b>  <b><u>TOPIC: TALKING ABOUT POSSESSIONS.</u></b></p> <ul style="list-style-type: none"> <li>Ask and answer questions using “Have you got .....?”</li> <li>Practise letter sounds.</li> <li>S&amp;L activities. Use picture and text prompts. Model Q and As</li> <li>Practise Q&amp;A as class</li> <li>News- encourage S&amp;L of personal news</li> <li>Help students build and write 1 or 2 simple sentences about others</li> <li>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</li> </ul> <p>The tutor uses carefully targeted questioning to involve everyone in the class at an appropriate level and continues to use a variety of activities which would suit different learning styles. The tutor asks students to share something special to them that they own.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> <li>Talk about possessions and people.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Use simple nouns</li> <li>Use simple adjectives.</li> <li>Use simple verbs</li> <li>Subject verb agreement of the verb have/ has</li> <li>Present simple tense.</li> <li>Simple prepositions.</li> <li>is / are – singular/plural</li> <li>Recognise and use upper/lower case letters</li> </ul>	<p><b>My name is Pat.            I cook with pans.            A brown pan.            A black pan.            A tap for water.            Water to cook.            I make bread baps.            I wear a cap.            I cook in a cap.            Then I have a nap.</b></p> <p><b>Pat has four cats.            Two black cats.            Two brown cats.            Pat has four hats.            A cat is in her hat.            The cats are at home.            One cat is fat.            One cat ran away.            The cat came back.            One cat ate a rat.</b></p>	<ul style="list-style-type: none"> <li>Dolch list</li> </ul> <p><b>7.1 but/ make / have/ with/ for/ then)</b></p> <p><b>7.2 four/ has /at ate /came /black/ brown/ at/</b></p> <ul style="list-style-type: none"> <li>Next in the CVC list:</li> </ul> <p><b>(/pan/ran/cap/tap/map/at/c at/fat/hat/sat)</b></p> <p><b>CVC sounds</b>            an            van tan can ran fan pan            ap bap gap cap lap            atbat cat fat hat mat</p>	<p>Students write about things they have/ have not got.</p> <p>Read cvc words with short a.</p> <p>Identify initial letter sounds and link to objects.</p> <p>Write small letters of the alphabet correctly in relation to the line</p> <p><a href="#">Trinity Step One</a></p> <p><a href="#">Simple adjectives e.g. little, big, hot</a></p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
8	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of short a words and dolch words by dictation.</p> <p>Test knowledge of “Have you got .....?” by question and answer and students writing some sentences.</p> <p><b>FOCUS: REVIEW SHORT e and i</b> <b>TOPIC: TALKING ABOUT THE SIMPLE PAST.</b></p> <ul style="list-style-type: none"> <li>Focus on days of the week. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Remind students that days of the week start with a capital letter.</li> <li>What did you do on Monday? I went to .....</li> </ul> <p>(dolch past verbs: <i>did got saw came went ate made ran</i>)</p> <ul style="list-style-type: none"> <li>Write 1 or 2 simple sentences of others news</li> <li>Practise letter sounds. (include sh, ch and th)</li> <li>S&amp;L activities. Use picture and text Model Q&amp;A</li> <li>Listen to tutor and tick correct picture prompts</li> </ul> <ul style="list-style-type: none"> <li>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</li> </ul> <p>The tutor ensures that materials include a images of a range of images that reflect diversity and equality.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> <li>Talk about days of the week.</li> <li>Talk simply about past events.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Use simple verbs</li> <li>Subject verb agreement</li> <li>Present simple (identify past simple)</li> <li>Use did in a past simple question.</li> <li>Use correct punctuation for a question and answer.</li> </ul>	<p><b>Mick met the vet.</b> <b>His pet dog is sick.</b> <b>Did the dog eat?</b> <b>Meg did eat meat.</b> <b>She has a bad leg.</b> <b>She licks her leg.</b> <b>Meg begs to eat.</b> <b>She has a stick.</b> <b>The vet has a cat.</b> <b>Mick and the vet have pets.</b></p>	<ul style="list-style-type: none"> <li>Dolch list</li> </ul> <p><b>8. 1 went/ got</b></p> <p><b>8.2 did/ /eat/ has / have/ he/ /like)</b></p> <ul style="list-style-type: none"> <li>Next in the CVC list:</li> </ul> <p><b>(/let/net/pet/set/wet/yet/b eg/ /peg/yes/bet/met)</b></p> <p><b>CVC sounds</b> ick Mick, sick, lick, stick</p> <p><b>Review all short vowel sounds .</b></p>	<p>Read cvc words with short e.</p> <p>Read words ending in ick.</p> <p>Write about what they have.</p> <p>Write small letters of the alphabet correctly in relation to the line</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
9	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of short vowel sounds and dolch words by dictation. Test knowledge of day of week by dictation. Check starting with a capital. Test knowledge of past statements. by question and answer and students writing some sentences.</p> <p><b>FOCUS: SHORT end y (after a consonant).</b> <b>TOPIC: TALKING ABOUT ABILITY WITH CAN.</b> <u>Introduce: Numbers 20- 90.</u> Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety Talking about ability with can “We can, I can”</p> <ul style="list-style-type: none"> <li>Practise letter sounds. (focus on end y)</li> <li>Listen and build simple 4 or 5 letter words using letter cards.</li> <li>S&amp;L activities. Use picture prompts and text. Model Q &amp;As</li> <li>Practise Q&amp;A as class</li> </ul> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing</p> <p>The tutor ensures that all the students in the class mix and work together in different activities. All students share something that they can do.</p> <p>The tutor discusses with students to what they individually need to work on for the end of term exam. She discusses strengths and weaknesses and how the student can best develop their skills.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.                             <ul style="list-style-type: none"> <li>Give instructions using the imperative.</li> <li>Ask for permission using can.</li> </ul> </li> <li>Talking about ability with “we can.... I can ...”</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Use simple verbs in the imperative.</li> <li>Subject verb agreement using has/have                             <ul style="list-style-type: none"> <li>hasn’t haven’t</li> </ul> </li> <li>Can in questions and statements.</li> </ul>	<p>Pam is <b>pretty</b>. She has a <b>tin</b>. A <b>tin</b> for her <b>pins</b>. <b>Pins</b> for her hair. Pam’s dog ate the <b>tin</b>. The dog <b>bit</b> Pam. So Pam <b>hit</b> the dog. <b>Now</b> the dog is good. The dog <b>sits</b> still. Pam has a <b>new tin</b>.</p> <p>9.2 Bob and Pam are <b>fit</b>. They <b>run outside</b>. They <b>ran in a race</b>. Pam <b>must be tired</b>. <b>Please can we stop?</b> No, <b>keep running</b>. We can <b>win</b> the race. Pam is in <b>pain</b>. Her feet <b>hurt</b>. Bob <b>wins</b> the race.</p>	<ul style="list-style-type: none"> <li>Dolch list</li> </ul> <p>9.1 <b>pretty</b>. <b>She her</b> <b>So Now good</b>. <b>sits</b></p> <p>9.2 <b>please /out/run/ ran/ must/ be/ can/ we/ stop/ hurt/ keep/</b></p> <p>CVC words: Review of previous learning + Assessment of progress short vowels i / a/ u/ o/ <b>(fin/pin/sin/tin/win/pain bit/fit/hit/lit/pit/sit/wit)</b></p> <p><u>Read words ending in y :</u> <b>funny/ , pretty/ ugly, happy</b></p> <p>Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety</p>	<p>Read cvc words with short i.</p> <p>Read words ending in y.</p> <p>Numbers 20-90.</p> <p>Address a self addressed envelope.</p> <p><a href="#">Trinity Step 1</a></p> <p><a href="#">Common nouns in singular and plural (regular), e.g. ear/ears, shoe/shoes, foot/feet</a></p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
10	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of end y and dolch words by dictation. Review end y words.</p> <p>Test knowledge of “ We can.... I can .....” for ability.</p> <p><b><u>FOCUS: LONG i (i-e and y in one syllable words)</u></b> <b><u>TOPIC: TALKING ABOUT LIKES AND DISLIKES</u></b> Ask about likes and dislikes (with do) e.g. Do you like milk? Do you like fish?</p> <p>Encourage S&amp;L of students future plans with will. Write some simple sentences about what they will do tomorrow ( next Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.) Simple text level work (eg text about another typical ESOL student including likes/dislikes)</p> <p>S&amp;L activities. Use picture prompts rather than text where ever possible. Model Q and As Practise Q&amp;A as class News- encourage S&amp;L of personal news Help students build and write some simple sentences about others</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Develop basic literacy skills to read and write simple sentences.</li> <li>Develop sound-letter correspondence and practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> <li>Talk about the future.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Use simple verbs in the imperative.</li> <li>Subject verb agreement with present simple verbs.</li> <li>Introduction of the future with will.</li> </ul>	<p>Jon and Sam have bikes. So, they ride to work. This bike is red. That bike is black. Jon and Sam go fishing. They fish with a rod. They look for cod. They find a lot of cod. Then, they cook cod in a pot. Soon, they will eat the cod.</p>	<ul style="list-style-type: none"> <li>Dolch list</li> </ul> <p><b>10.1</b> <b>ride/ will Then / look /so/soon/ they /that/ /this / red/ black/ with/ and )</b></p> <p><u>Long i words</u> Bike like ride pie mice wine My <u>Compared to short i words</u> Fish in will</p>	<p>Read cvc words with long i (i_e)</p> <p>Talk about likes/dislikes.</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

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	<p><u>End of Part one</u></p> <p>Summative Assessment of part one will include the cvc patterns with short a, short e, short i, short u, short o.</p> <p>Writing the alphabet correctly in relation to the line. Basic information and filling in forms.</p>				
	<p>BREAK BETWEEN COURSES</p>				
11	<p><u>Introduction to part two.</u> Initial testing of Personal information and basic Cvc words. Short text with questions. Basic information and filling in forms.</p> <p><b><u>FOCUS: QUESTION WORDS</u></b> <b><u>INTRODUCTIONS</u></b> <b><u>INTRO TO PREPOSITIONS OF PLACE AND TIME</u></b></p> <p><b>What, Where, what colour, which, How many, why, when</b> Students practise the sentences with different objects. Notebook, folder, pencil, rubber, etc.</p> <p>Go through aims of the course and information.</p> <p>S&amp;L activities. Use picture prompts and text. Model Q and As Practise Q&amp;A as class News- encourage S&amp;L of personal news Help students build and write some simple sentences about others</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>Students greet and speak with students from different</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Ask simple questions using Wh question words.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Focus on word order in simple questions with the verb to be.</li> <li>Word order simple questions using Wh question words.</li> <li>Verb to be subject/ verb agreement singular/plural</li> <li>Focus on the verb to be.</li> <li>Introduce Prepositions of time</li> <li>Review Prepositions of Place</li> </ul>	<p>What is that? It is a pen. Where is your pen? It is in my hand. What colour is your pen? It is green. Where is your book? It is on the table. Which book is yours? The book next to the pens.</p> <p>When is your class? Who is your teacher? Why do you study English? Where do you study?</p> <p>In, On, At</p> <p>In front of, on, under, above, next to, out of, up</p>	<ul style="list-style-type: none"> <li>Dolch list</li> </ul> <p><b>11.1 when who on why start because does your at it</b></p> <p><b>11.2 What that where your on do is which green</b></p> <p>Sounds of the alphabet letters used in cvc words with a e i o u.</p>	<p>Understand and respond to wh question words.</p> <p>End questions with a question mark.</p> <p>End statements in full stops.</p> <p><b>TRINITY STEP1</b></p> <p><b>Understand</b></p> <p><b>Question words what? When? Who? Where? Which?</b></p> <p>Understand w Present simple tense questions</p> <p>Understand and use prepositions</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>countries. (E+D) They find some similarities and differences. These are celebrated.</p> <p>The tutor uses a test to help determine the starting point, strengths, weaknesses and learning styles of students and any particular challenges that students may face as well as if any students need an LSA.</p>				of place.
12	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of spelling of question words and sentences by dictation. Test knowledge of correct understanding of questions by matching activity.</p> <p><b><u>FOCUS: PREPOSITIONS OF PLACE</u></b> <b><u>TOPIC: TALKING ABOUT LOCATION</u></b></p> <p>S&amp;L activities. Students ask and answer questions about location of objects. They follow instructions. TPR (total physical response) is used to allow them to practise prepositional phrases with a ball and a cup.</p> <p>Help students build and write some simple sentences about location using pictures.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing. The tutor continues to get the class to mix and to promote each student knowing all the names of everyone in the class. (E+D) The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles. The tutor adapts resources and teaching methods to facilitate learning for all individuals.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Ask simple questions using</li> <li>Describe location.</li> <li>Wh question words.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Focus on word order in simple questions with the verb to be.</li> <li>Word order in wh questions.</li> <li>Word order in sentences with prepositions.</li> <li>Verb to be: is / are – singular/plural</li> </ul>	<p>What is on the wall? A TV. Who is under the window? The teacher. Which table has a box? The table next to the bin. Where is the sign? In front of the machine. Where is the box? Under the TV.</p>	<p>Sounds of the alphabet letters used in cvc words with a e i o u.</p> <p><b>12. 1 What who under Where when</b></p> <p><b>12.2 out of into / in under</b></p> <p><b>Receptive vocab.</b> <b>In front of, behind, above, between</b></p>	<p>Understand and respond to wh question words.</p> <p>End question marks in a question mark.</p> <p>Talk about location.</p> <p>Start sentences with a capital letter.</p> <p>Trinity Step Two</p> <p>Indicating the position of people and objects</p> <p>Prepositions of place in/on/under/between/next to</p>

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W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
13	<p>Review of <u>previous learning + Assessment of progress</u>                      Test knowledge of prepositions by dictation and sentences by dictation.                      Test knowledge of correct understanding of questions by matching activity.</p> <p><b><u>FOCUS: LONG sh</u></b>  <b><u>TOPIC: SHOPPING FOR FOOD</u></b>                      Questions about shopping using the present simple.</p> <p>What do you need?                      I need a bag of ..... please.                      Talking about price.</p> <p>Introduce packaging.                      Review Prepositions of place.</p> <p><b><u>S&amp;L activities.</u></b> Students ask and <b>answer questions about their shopping routine.</b>                      They ask for information in a shop and practise buying things by taking part in role play activities.                      They listen for information about prices in a shop.                      Numbers and prices are Review + Assessment of progressed with students asking for information about prices and then buying things.</p> <p>Help students build and write some simple sentences about location using pictures.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Ask and answer about location.</li> <li>Make polite requests.</li> <li>Ask and answer questions about price.</li> <li>Buying things in a shop.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Focus on word order in simple questions with the verb to be.</li> <li>Word order in sentences with prepositions.</li> <li>Numbers and prices.</li> <li>Present simple :                      What do you need?                      I need .....</li> </ul>	<p>I need a bottle of                      a box of                      a carton of                      a bar of                      a bag of                      a tin of                      a tube of                      a jar of</p>	<p><b><u>Focus on sh</u></b>  <b><u>(from the literacy resource pack)</u></b></p> <p>Shop                      Fish                      Wash                      She                      Shoe</p>	<p>Numbers 11-20</p> <p>Read words with ee and ea (long e).</p> <p>Write a simple note asking someone to get something from the shop.</p> <p>Start sentences with a capital letter.</p> <p>Start a note with a greeting and end with a closing.</p> <p><a href="#">TRINITY STEP 1 Money</a></p> <p>Trinity Step Two</p> <p>Understand w                      Present simple                      tense questions</p>



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	<p>Use the text as a basis for own sentences/writing.</p> <p><b>Present simple</b></p> <p>The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles.</p> <p>The tutor elicits information from students about food preferences and cultural and religious food diversity and promotes interest and respect.</p>				
14	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of long ee by dictation and sentences by dictation. Test knowledge of correct understanding of shopping presents by matching activity.</p> <p><b>FOCUS: Long A-E ( AY)</b> <b>TOPIC: DAILY TASKS (focus on do/ don't and frequency)</b></p> <p><b>Topic: Discussing daily tasks.</b> Students talk about their daily tasks and make simple sentences.</p> <p>Students practise word order by rearranging words.</p> <p>Students ask and answer questions about daily tasks. Students fill in a questionnaire.</p> <p>S&amp;L activities. Use picture prompts rather than text where ever possible. Model Q and As Practise Q&amp;A as class Pairwork using picture prompts</p> <p>Read a simple text about someone's daily tasks. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>• Practise correct pronunciation (drilling).</li> <li>• Develop hand-writing skills.</li> <li>• Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>• Ask simple questions using Wh question words.</li> <li>• Filling in a form.</li> <li>•</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Focus on word order in simple questions with the verb to be.</li> <li>• Answers in the first person present simple.</li> <li>• Word order using adverbs</li> <li>• Identifying verbs and nouns. (subject object verb)</li> </ul>	<p>I always do the cooking. How often do you empty the bins? I never empty the bins. How often do you go shopping? I sometimes go shopping. How often do you clean the house? I usually clean the house. How often do you wash up? I often wash up.</p>	<p>Focus on long a.</p> <p>Name, date of birth, female, male, days of the week.</p>	<p>Use the present simple to talk about routine.</p> <p>Use basic word order subject verb object.</p> <p>Recognise adverbs of frequency.</p> <p>Start sentences with a capital letter.</p>

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	<p>The tutor continues to get the class to mix and to promote each student knowing all the names of everyone in the class. (E+D) The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles.</p>				
15	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of long sh by dictation and sentences by dictation. Test knowledge of correct understanding of shopping by matching activity.</p> <p><b><u>FOCUS: OO (two sounds long and short)</u></b> <b><u>TOPIC: THE HOME</u></b> Ask about the students' homes. Students talk about their homes and make simple sentences.</p> <p>Students write simple sentences about the rooms in their houses.</p> <p>S&amp;L activities. Use picture prompts and text. Model Q and As Practise Q&amp;A as class Pairwork using picture prompts Listen to tutor and tick correct picture prompts News- encourage S&amp;L of personal news</p> <p>Students draw and write about a plan of their house or living room.</p> <p>Read a simple text about someone's home. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Describing location.</li> <li>Describing homes.</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Focus on word order in simple questions with the verb to be.</li> <li>Word order in sentences with prepositions.</li> <li>Using have got/ has got correctly (subject verb agreement)</li> <li>Verb to be: is / are – singular/plural</li> <li>Word order Subject verb object location.</li> </ul>	<p>Kitchen chair    cooker bin    cupboard oven gloves    microwave sink    fridge clock</p> <p>Living room lights    rug sofa    blinds fireplace                  plant</p> <p>coffee table</p>	<p>Focus on oo (two sounds)</p> <p><b>Cook Wood Look Good foot book</b></p> <p><b>room food spoon soon moon zoo</b></p>	<p>Talk about possessions.</p> <p>Fill in a form about housing arrangements.</p> <p>Fill in name and address, telephone number and date of birth.</p> <p>Use capital letters for forms.</p> <p>End statements in full stops.</p> <p>Trinity Step Two</p> <p>Rooms in the home</p> <p>Household objects</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>The tutor elicits information from students about housing in their countries and portrays a variety of images from Google to promote class interest in cultural diversity.</p> <p>The tutor encourages discussion of any housing issues and signposts where students might get advice e.g. help zone room 39 as a starting point.(E+D)</p> <p>The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles.</p>				<p>Understand and use there is/are has/have got.</p>
16	<p><b>Review of previous learning + Assessment of progress</b>            Test knowledge of long oo by dictation and sentences by dictation.            Test knowledge of correct understanding of rooms of the house by matching activity.</p> <p><b>FOCUS: EE long</b>  <b>TOPIC: DINING OUT</b></p> <p>Polite questions / contractions            Can I have .....            What would you like .....?            I'll have .....</p> <p>Ask about the students' food preferences and eating habits. Students talk about their likes and dislikes and make simple sentences. Review of previous learning + Assessment of progress I like? I don't like.            Students write simple sentences about their likes and dislikes.</p> <p>S&amp;L activities. Use picture prompts rather than text where ever possible. Model Q and As            Practise Q&amp;A as class            Pairwork [role play] using picture prompts            News- encourage S&amp;L of personal news            Help students build and write some simple sentences about</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Ask simple questions using</li> <li>Making polite requests.</li> <li>Asking about desires.</li> <li></li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Focus on word order in simple questions with the verb to be.</li> <li>Answers in the first person present simple.</li> <li>Using I'll have + I'd like.</li> <li>Identifying the difference between I like/ I'd like.</li> <li>Word order in sentences with prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>What would you like?</li> <li>Anything else?</li> <li>That will cost               <ul style="list-style-type: none"> <li>Can I have (plural)</li> <li>Can I have some (plural)</li> <li>Can I have a (singular)</li> <li>How much is that please?</li> </ul> </li> </ul>	<p><b><u>Focus on words with ee and ea long e.</u></b>  <u>need</u></p> <p>tea, coffee, between, peas, meat, beef, green beans, peaches.</p> <p>Eleven, twelve thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.</p>	<p>Make polite requests.</p> <p>Take an order.</p> <p>Ask and answer about prices.</p> <p>End questions in question marks.</p> <p>Start sentences with a capital letter.</p> <p>Trinity step one            Cardinal numbers up to 20</p> <p>money</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>food preferences. Read a simple text about dining out. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>The tutor elicits information from students about currencies and portrays a variety of images from Google.</p> <p>The tutor discusses progress with all students and works with them to develop a study plan on how they can best develop their skills.</p>				
17	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of long ee by dictation and sentences by dictation. Test knowledge of correct understanding of dining out by matching activity.</p> <p><b>FOCUS: ch</b> <b>TOPIC: DINING IN / Food habits</b> S+L activities; talk about food likes and dislikes and eating habits. <b>Follow instructions to provide sequence.</b></p> <p>Read a very simple recipe. Write a simple recipe. Simple text level work (eg text about another typical ESOL student about food habits)</p> <p>The tutor continues to get the class to mix and to promote each student knowing all the names of everyone in the class. (E+D) The tutor elicits information from students about food in their countries and portrays a variety of images from Google.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Sequencing.</li> <li>Giving instructions.</li> </ul> <p>Asking for countable/uncountable items.</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>Focus on word order .</li> <li>Using the imperative.</li> <li>Using sequencing words.</li> </ul> <p><b>Use imperatives to describe process.</b></p>	<ol style="list-style-type: none"> <li>Chop the onion and garlic.</li> <li>Slice the carrots and celery.</li> <li>Fry the onion in a pan.</li> <li>Add all the ingredients and stir.</li> <li>When the soup boils turn down the heat.</li> <li>Cover for 25 minutes.</li> <li>Blend the soup.</li> <li>Eat with bread.</li> </ol> <p>Can I have some ...? Can I have a ?</p>	<p><b>Focus on ch (from literacy resource pack)</b></p> <p><b>Other suggestions.</b> <b>Chop, Cheese</b> <b>Chicken, chilli</b> <b>Chips, chick peas</b> <b>chocolate</b></p>	<p>Give and follow instructions.</p> <p>Write about likes and dislikes.</p> <p>Write a simple note of invitation.</p> <p>Address the envelope to someone in the class.</p> <p>Start a note with a greeting and end with a closing.</p> <p><b>Determiners</b> some, any</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
18	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of ch by dictation and sentences by dictation. Test knowledge of correct understanding of food habits by matching activity.</p> <p><b><u>FOCUS: ph</u></b> <b><u>TOPIC: Transport.</u></b></p> <p><b>Topic: Asking for information at the train station.</b> Talking about transport. Asking about times and prices. Using timetables.</p> <p><b>Topic: Locations of places in town.</b> Names of places in town. Talk about location.</p> <p>Help students build and write some simple sentences about the location of things in their areas.</p> <p>They listen for information about directions.</p> <p>The tutor uses questionnaires and role play to encourage the students to mix.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>Practise correct pronunciation (drilling).</li> <li>Develop hand-writing skills.</li> <li>Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>Making of polite requests.</li> <li>Asking about prices.</li> <li>Using a table to find information.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Focus on word order .</li> <li>Using the imperative.</li> <li>Using sequencing words.</li> <li>present simple</li> </ul>	<p>Bus, train, ship, car</p> <p>Hello, How can I help you? How much is a single ticket to Bradford please? It's £23 please. What time is the train? It leaves at 11 am. .....</p> <p>doctor's surgery supermarket post office pharmacy post box      hospital telephone box      park bus stop      mosque</p>	<p><b>Dolch</b> <b>Can I help</b></p> <p><b>Focus on ph (from literacy resource pack)</b></p> <p><b>Phone</b> <b>Pharmacy</b> <b>Photo</b></p>	<p>Identify buildings and services in the local area.</p> <p>Follow simple directions.</p> <p>Fill in a form about transport</p> <p><a href="#">Trinity step one</a> <a href="#">Cardinal numbers up to 20</a></p> <p><a href="#">money.</a></p> <p><b>TRINITY STEP TWO: Transport</b></p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>She elicits information from students about transport in their countries and portrays a variety of images from Google to promote class interest in cultural diversity.</p>				
19	<p><u>Review of previous learning + Assessment of progress</u>            Test knowledge of ph by dictation and sentences by dictation.            Test knowledge of correct understanding of transport by matching activity.</p> <p><b><u>FOCUS: ce/ ci/ co</u></b>  <b><u>TOPIC: Directions.</u></b></p> <p><b>Topic: Directions</b>            Find information from a timetable.            Match instructions to picture prompts.            Write directions to a location.</p> <p>Read a simple text about Leeds. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>They ask for information about directions by taking part in role play activities.            They listen for information about directions.</p> <p>The tutor discusses with students to what they individually</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>• Practise correct pronunciation (drilling).</li> <li>• Develop hand-writing skills.</li> <li>• Develop correct spellings of simple words.</li> </ul> <ul style="list-style-type: none"> <li>• Sequencing.</li> <li>• Following instructions.</li> <li>• Giving instructions.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Focus on word order .</li> <li>• Using the imperative.</li> <li>• Using sequencing words.</li> <li>• present simple</li> <li>• present continuous</li> </ul>	<p>Leeds Art Gallery            Leeds City Museum            Leeds Civic Hall            Leeds Central Library</p> <p>Go straight ahead, take the first on your left.            Go straight ahead, take the third on your right.            Go straight ahead, take the first on your right.            Go straight ahead, take the third on your left.</p>	<p><u>Focus on ce/ ci</u>            (compared with co, ca, cu)</p> <p>City Centre            Cinema Civic            Central            College            Cafe</p>	<p>Ask for information about transport.            Find information from a timetable.            Listen for information about transport.</p> <p>Trinity Step two:            There is/are and has/have got</p> <p>Transport</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>need to work on for the end of term exam. She discusses strengths and weaknesses and how the student can best develop their skills.</p> <p>Names of different places of worship are elicited from students to promote discussion and understanding of different religious and cultural practices.</p>				
20	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of long ce/ ci/ co by dictation and sentences by dictation. Test knowledge of correct understanding of directions presents by matching activity.</p> <p><b><u>FOCUS: er</u></b> <b><u>TOPIC: SHOPS AND LOCATION.</u></b> <b>Introduce: Polite requests for information.</b> <b>Excuse me , where is the ..... please?</b></p> <p><b>The ..... is ..... the .....</b></p> <p><b>opposite, behind, in front of</b> <b>next to, between</b></p> <p>S&amp;L activities. Students ask and answer questions about the locations of shops. They ask for information about where they can obtain certain objects and practise buying things by taking part in role play activities. They listen for information about different items . Numbers and prices are Review + Assessment of progressed with students asking for information about prices and then buying things.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>• Practise correct pronunciation (drilling).</li> <li>• Develop hand-writing skills.</li> <li>• Develop correct spellings of simple words.</li> <li>• Identify where to buy things.</li> <li>• Describing location.</li> <li>• Making polite requests.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Focus on word order .</li> <li>• Word order in questions.</li> <li>• Punctuation to end questions.</li> <li>• Prepositions.</li> <li>• Word order in prepositional phrases.</li> <li>• present simple</li> <li>• present continuous</li> </ul>	<p>Butchers          Bakers Greengrocers      Florist Clothing stall                             Hairdressers Cake shop          Book stall</p> <p>Opposite In front of Behind Next to</p>	<p><u>Focus on er</u></p> <p>Hairdresser baker butcher Greengrocer market trader Teacher shop keeper</p>	<p>Asking for things in shop.</p> <p>Fill in an order form with name and address.</p> <p>Identify where to buy items.</p> <p><b>Trinity Step two:</b> <b>There is/are and has/have got</b></p>

### ESOL: Scheme of Work BEGINNERS [Higher]

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>Help students build and write some simple sentences about different types of shop using pictures.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p><u>Review of previous learning + Assessment of progress</u> Test knowledge of <b>er</b> by dictation and sentences by dictation.</p> <p><u>End of Part one</u></p> <p><u>Summative Assessment of part two will include</u></p> <ul style="list-style-type: none"> <li>• recognition of questions words.</li> <li>• Reading a text and answering questions.</li> <li>• Ability to describe location.</li> <li>• Following a timetable.</li> <li>• Matching vocab to pictures.</li> </ul> <p>The tutor meets with students individually to discuss their performance and to consider next steps. She discusses strengths and weaknesses and how the student can best develop their skills.</p>				
	<p><u>BREAK BETWEEN COURSES</u></p>				
	<p><b><u>*Progression Testing</u></b></p> <p>Progression testing for Entry 1 Trinity and E1 OCR will take place in early May.</p>				



**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
21	<p><b><u>FOCUS: een</u></b> <b><u>TOPIC: TIME</u></b> <b>Introduce: Review numbers</b> <b>Check times . At this stage times are given as they would be in formal settings. (10.15 ten fifteen)</b> <b>Topic: Daily routines / Telling the time / family members / pronouns</b></p> <p><b>present simple</b> S&amp;L activities. Students ask and answer questions about daily routine.</p> <p>Students ask and answer questions about time. They listen for information about times. They write about daily routine.</p> <p>Help students build and write some simple sentences about different activities and times.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>Students are encouraged to mix with each other and to ask questions about habits and routines. (E+D) They find some similarities and differences. These are both celebrated.</p> <p>The tutor uses a test to help determine the starting point in term 3, the individual strengths, weaknesses and learning styles of students and any particular challenges that students may face as well as if any students need an LSA.</p>	<p><b><u>Functions:</u></b></p> <ul style="list-style-type: none"> <li>Identify routine activities.</li> <li>Describing time and routine.</li> <li>Making polite requests.</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>Focus on word order subject verb object .</li> <li>Word order in present simple questions.</li> <li>Punctuation to end questions.</li> <li>Present simple v present continuous</li> </ul>	<p>My name is Stephen.</p> <p>In the morning I wake up at 5.45 am.</p> <p>I clean the house at 6.20.</p> <p>We make breakfast at 7.50.</p> <p>We leave the house at 8.15 and go to school.</p> <p>I walk to work and arrive at college at 9.20 am.</p>	<p><b>Focus on end y versus een</b></p> <p><b>Thirteen/ thirty</b> <b>Fourteen / forty</b> <b>Fifteen/ fifty</b> <b>Sixteen/ sixty</b> <b>Seventeen/ seventy</b> <b>Eighteen/ eighty</b> <b>Nineteen/ ninety</b></p>	<p>Talk about daily routine.</p> <p>Ask and answer questions about time.</p> <p><b>TRINITY STEP TWO: Cardinal numbers up to 50</b></p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
22	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of een / y by dictation and sentences by dictation. Test knowledge of correct understanding of shops by matching activity.</p> <p><b>FOCUS: th</b> <b><u>TOPIC:FAMILY AND SUBJECT PRONOUNS.</u></b></p> <p><b>Topic: Family</b> Identifying what subject pronoun to use. Identifying male and female family members. Drawing a family tree. Writing simple sentences about family.</p> <p><b>Topic: Using the present simple to describe self and others.</b> Key vocab about people. Introduce possessive adjectives. His name/ Her name/ their names</p> <p>Help students build and write some simple sentences about different activities and times.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>The tutor encourages students to mix and to tell each other about their families. She also elicits information from students about their families and different styles of family in different countries with an aim of broadening people's understanding of family patterns.</p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>Develop hand-writing skills.</li> <li>Identify key words.</li> <li>Describing family life.</li> <li>Give information about family.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Focus on word order subject verb object .</li> <li>Word order in present simple questions.</li> <li>Punctuation to end questions.</li> <li>Use of subject pronouns and possessive adjectives.</li> <li>Identify nouns and proper nouns.</li> </ul>	<p>I am I'm He is He's She is She's It is It's You are You're We are We're They are They're</p> <p>mother father daughter son wife husband brother sister children</p>	<p>Focus on th  (literacy pack sheet)</p> <p><b>Dolch</b> <b>Then The This That</b> mother father</p>	<p>Identify members of your family.</p> <p>Talk about a picture of a family gathering.</p> <p>Identify which subject pronoun to use.</p> <p>Read words with wh / wr / sch correctly.</p> <p>Fill in a registration form with name, address, date of birth.</p> <p>Start proper nouns with a capital letter.</p> <p><b>TRINITY STEP ONE</b></p> <p>Pronouns I, you, he, she, it, they Lexis</p> <p><b>TRINITY STEP TWO</b></p> <p>Family and friends</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>Materials will reflect a variety of people in line with equality and diversity.</p>				
23	<p><u>Review of previous learning + Assessment of progress</u>            Test knowledge of th by dictation and sentences by dictation.            Test knowledge of correct understanding of directions by matching activity.</p> <p><b><u>FOCUS: LONG U</u></b>  <b><u>TOPIC: DAILY ROUTINE</u></b></p> <p><b><u>Introduce: alternative version of time so that students can recognise receptively.</u></b>            Five past, ten past, quarter past, twenty past, twenty five past, half past, twenty five to, twenty to, quarter to, ten to, five to</p> <p>S&amp;L activities.            Students ask and answer questions about daily routine.</p> <p>Students ask and answer questions about time.            They listen for information about times.            They write about daily routine.</p> <p>Help students build and write some simple sentences about different activities and times.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>The tutor elicits information from students about their lifestyles in their countries with an aim of allowing students to gain a broader perspective. Materials will reflect a variety of people in line with equality and diversity.</p>	<p><b><u>unctions:</u></b></p> <ul style="list-style-type: none"> <li>Identify routine activities.</li> <li>Describing time and routine.</li> <li>Making polite requests.</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>Focus on word order subject verb object .</li> <li>Word order in present simple questions.</li> <li>Punctuation to end questions.</li> <li>More on subject pronouns</li> <li>Present simple to talk about routine.</li> </ul>	<p>In the afternoon ...</p> <ol style="list-style-type: none"> <li>I eat my lunch</li> <li>I start work again at 1 o'clock.</li> <li>At half past 3 I have a cup of tea.</li> <li>I finish work at quarter to 6.</li> <li>Then I catch the train home at ten to 7.</li> </ol> <p>In the evening ...</p> <ol style="list-style-type: none"> <li>My wife is called Carol.</li> <li>She prepares dinner at twenty past 7.</li> <li>We sit down to eat at twenty to 9.</li> <li>We watch television at 9 o'clock.</li> <li>Then we have a drink and go to bed at midnight.</li> </ol>	<p><b>Long u</b>  <b>Blue June, July, tune, tube, glue, ruler, Tuesday</b></p> <p><b>The months of the year.</b>  <b>January</b>  <b>February</b>  <b>March</b>  <b>April</b>  <b>May</b>  <b>June</b>  <b>July</b>  <b>August</b>  <b>September</b>  <b>October</b>  <b>November</b>  <b>December</b></p>	<p>Talk about daily routine.</p> <p>Ask and answer questions about time.</p> <p>Days of the week and months of the year</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	<p>Students write about a friend in class.</p>				
24	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of <b>long u</b> by dictation and sentences by dictation. Test knowledge of correct understanding of time by matching activity.</p> <p><b>FOCUS:</b> <b><u>TOPIC: HEALTH AND TALKING TO THE DOCTOR.</u></b> <b>Topic: health &amp; feelings</b></p> <p>They describe symptoms at the doctors. They listen for instructions about different medicine . Numbers and prices are Review + Assessment of progressed with students asking for information about prices and then buying things.</p> <p>Help students build and write some simple sentences about the body and symptoms using picture prompts.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>The tutor promotes the fact that all people should have access to good health care and some of the health initiatives such as “Change for life” . (E+D)</p> <p>The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles.</p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>• Develop correct spellings of dolch words.</li> <li>• Identify health complaints and remedies.</li> <li>• Name parts of the body.</li> <li>• Describe symptoms.</li> <li>• Ask for help at the chemist’s.</li> <li>• Follow medicine instructions.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Focus on word order subject verb object .</li> <li>• Word order in present simple questions.</li> <li>• Punctuation to end questions.</li> <li>• Use possessive adjectives.</li> <li>• Present simple v present continuous</li> </ul>	<p>What’s the matter?</p> <p>My head hurts.</p> <p>My neck hurts.</p> <p>My arm hurts.</p> <p>My leg hurts.</p> <p>My foot hurts.</p> <p>My hand hurts.</p> <p>I’ve got a headache.</p> <p>I’ve got earache.</p> <p>I’ve got stomach-ache.</p> <p>I’ve got backache.</p> <p>I’ve got toothache.</p>	<p>Focus on pronunciation of long o</p> <p>nose bone broke toe</p> <p>elbow go note</p>	<p>Identify parts of the body.</p> <p>Trinity Step 1</p> <p>Parts of the face and body</p> <p>Understand w Imperatives for common actions, e.g. tell me point to, touch, show me</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

Wk	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
25	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of long o by dictation and sentences by dictation. Test knowledge of correct understanding of describing symptoms by matching activity.</p> <p><b>FOCUS:</b> <b>TOPIC: HEALTH 2: MAKING AN APPOINTMENT.</b> <b>health &amp; feelings/ Fitness / Diet / Doctor / body parts</b></p> <p>S&amp;L activities. Students ask and answer questions about what is the matter is.</p> <p>They ask for an appointment at the doctor’s role play. They listen for symptoms and match . Times are Review + Assessment of progressed.</p> <p>Help students build and write some simple sentences about the body and symptoms using picture prompts.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>The tutor emphasises the importance of polite question forms and intonation within British culture (E+D) and elicits different cultural norms of politeness. The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles.</p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>• Develop correct spellings of dolch words.</li> <li>• Ask for an appointment.</li> <li>• Recognise times.</li> <li>• Identify health complaints and remedies.</li> <li>• Name parts of the body.</li> <li>• Describe symptoms.</li> <li>• Describe feelings.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Focus on word order subject verb object .</li> <li>• Word order in present simple questions.</li> <li>• Punctuation to end questions.</li> <li>• Use possessive adjectives.</li> <li>• present continuous</li> </ul>	<p>Can I make an appointment please? Is tomorrow at 9.30 OK? Sorry, I can’t come in the morning because I go to college. Can I have an appointment in the afternoon please? OK. Is tomorrow at 5.45 OK? Yes thank you, that’s OK. What’s your name please? It’s John Ali. Okay Mr Ali. That’s tomorrow at 5.45.</p> <p>How are you feeling? I am feeling sick.</p>	<p>Review Short vowel and long vowel sounds with magic e.</p> <p>Hat hate tap tape Kit kite Tim time Cod code not note Tub tube cub cube</p>	<p>Fill in a registration form with name, address, date of birth.</p> <p><a href="#">TRINITY STEP1</a></p> <p><a href="#">Exchanging greetings</a></p> <p><a href="#">Identifying and naming items given in the lexical list below</a></p> <p><a href="#">Leave-taking</a></p> <p><a href="#">Days of the week and months of the year</a></p> <p><a href="#">Understand and use has/have got.</a></p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
26	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of short vowels and long short vowels with magic e by dictation and sentences by dictation. Test knowledge of correct understanding of describing symptoms by matching activity.</p> <p><b>FOCUS: ing</b> <b>TOPIC: LEISURE AND FREE TIME.</b> <b>Topic: health &amp; feelings</b></p> <p><b>Topic: Leisure activities / health / diet and modal verbs</b></p> <p><b>(must) smoking, junk food</b></p> <p><b>PRESENT CONTINUOUS: describing what people are doing now.</b> S&amp;L activities. Students ask and answer questions about what people are doing.</p> <p>They describe what people are doing.. Help students build and write some simple sentences about what people are doing using picture prompts.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing. The tutor promotes the fact that all people should have access to leisure and the importance of exercise for all and initiatives such as” let’s get active”. (E+D)</p> <p>The tutor uses targeted questioning to involve everybody within the classroom and ensures a range of activities to reflect different learning styles.</p> <p>The tutor discusses progress with all students and works</p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>Develop correct spellings of dolch words.</li> <li>Describe activities.</li> <li>Identify leisure activities.</li> <li>Talk about activities happening now</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Formation of the present continuous.</li> <li>Word order in present continuous questions.</li> <li>Subject verb agreement.</li> </ul> <p>present continuous</p>	<p>What are you doing?</p> <p>I am playing football.</p> <p>He is going swimming.</p> <p>She is playing tennis.</p> <p>We are going shopping.</p> <p>You are singing songs.</p> <p>They are watching TV.</p>	<p>Spelling How to change to ing</p> <p>Cvc double last letter.</p>	<p><b>Recognise words for leisure activities.</b></p> <p><b>Write about a photograph.</b></p> <p><b>Recognise use of present simple for routine and present continuous for things happening now.</b></p> <p>Trinity Step two</p> <p>Yes/no answers to present continuous tense questions</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
	with them to develop a study plan on how they can best develop their skills.				
27	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of ing words by dictation and sentences by dictation. Test knowledge of correct understanding of describing activities by matching activity.</p> <p><b>FOCUS: sk sh tr</b> <b>TOPIC: CLOTHES AND COLOURS</b> <b>PRESENT CONTINUOUS</b> S&amp;L activities. Students ask and answer questions about what clothes people are wearing and what they look like.</p> <p>They describe people by saying what they are wearing. Help students build and write some simple sentences about what people are wearing using picture prompts.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>• Develop correct spellings of dolch words.</li> <li>• Describe clothing and colours.</li> <li>• Describe people.</li> <li>• Talk about what people look like.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Formation of the present continuous.</li> <li>• Word order in present continuous questions.</li> <li>• Subject verb agreement.</li> <li>• Correct word order of adjectives, colours and nouns.</li> </ul> <p>Present simple v present continuous</p>	<p>I am wearing..... He is wearing ... She is wearing... We are wearing... You are wearing .. They are wearing ....</p>	<p>Some consonant blends</p> <p>S sk sh T tr</p>	<p><b>Identify adjectives and nouns and word order with adjectives.</b></p> <p><b>Recognise colours.</b></p> <p><b>Name clothes.</b></p> <p><b>Fill in a simplified catalogue form with name, address and item wanted.</b></p> <p><b>Talk about a photograph.</b> <a href="#">Trinity step one Colours</a></p> <p><a href="#">Items of clothing</a></p> <p>Yes/no answers to present continuous tense questions</p>

**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
28	<p><u>Review of previous learning + Assessment of progress</u> Test knowledge of Sk Sh Tr by dictation and sentences by dictation. Test knowledge of correct understanding of describing clothes by matching activity.</p> <p><b><u>FOCUS: ing</u></b> <b><u>TOPIC: DESCRIBING PEOPLE.</u></b></p> <p><b>PRESENT CONTINUOUS/ PRESENT SIMPLE</b> S&amp;L activities. Students ask and answer questions about what clothes people are wearing and what they look like.</p> <p>They describe people by saying what they are wearing. Help students build and write some simple sentences about what people are wearing using picture prompts.</p> <p>Read a simple text. Match sentences in text to picture prompts. Talk about the text. Answer simple questions about the text. Gap fill activities. Use the text as a basis for own sentences/writing.</p> <p>The tutor discusses with students to what they individually need to work on for the end of term exam. She discusses strengths and weaknesses and how the student can best develop their skills.</p>	<p><b><u>Functions:</u></b></p> <ul style="list-style-type: none"> <li>• Develop correct spellings of dolch words.</li> <li>• Describe clothing and colours.</li> <li>• Describe people.</li> <li>• Talk about what people look like.</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Formation of the present continuous.</li> <li>• Word order in present continuous questions.</li> <li>• Subject verb agreement.</li> <li>• Correct word order of adjectives, colours and nouns.</li> </ul> <p>Present simple v present continuous</p>	<ol style="list-style-type: none"> <li>1. This is the Slimm family's washing line and clothes pegs.</li> <li>2. Pam is the Mother. She does the washing.</li> <li>3. She is married to Tim. He helps with the washing.</li> <li>4. They have two children called Eve and Adam.</li> <li>5. The family wear lots of different clothes.</li> <li>6. Pam loves to wear dresses. She has a long purple dress.</li> <li>7. Tim always wears a smart black suit to work. His tie is blue.</li> <li>8. Pam has to wash her children's clothes every day.</li> <li>9. Pam hangs the clothes out to dry on the washing line.</li> <li>10. Adam goes to school. He wears a smart grey school uniform.</li> <li>11. Eve goes to school. She has a short blue skirt and a soft white blouse</li> </ol>	<p>Review alphabet sounds with short vowels.</p>	<p><b>Recognise colours.</b></p> <p><b>Name clothes.</b></p> <p><b>Write about a photograph.</b></p> <p><b>Recognise use of present simple for routine and present continuous for things happening now.</b></p> <p><a href="#">Trinity step one Items of clothing Colours</a></p>



**ESOL: Scheme of Work BEGINNERS [Higher]**

W k	Activities (beginners higher.)	Functions, Grammar Beginners higher.	Lexis (vocabulary, contexts) beginners higher	Phonology (pronunciation) Beginners higher	Explicit link to key performance criteria
29	<p>End of year tests and progression S&amp;L diagnostic</p> <p><u>Summative Assessment of part three will include</u></p> <ul style="list-style-type: none"> <li>• Recognition of questions words.</li> <li>• Reading a text and answering questions.</li> <li>• Using the present simple to write about daily routine.</li> <li>• Ability to describe clothing.</li> <li>• Use the present continuous.</li> <li>• Matching vocab to pictures.</li> <li>• Writing about self and family.</li> </ul>				
30	<p>Consolidation / tutorials</p> <p>Evaluation and self assessment.</p> <p>The tutor meets with students individually to discuss their performance and to consider next steps. She discusses strengths and weaknesses and how the student can best develop their skills.</p>				

## ESOL: Scheme of Work BEGINNERS [Higher]

### TRINITY STEP ONE EXAM CRITERIA

#### Communicative skills

- Exchange greetings with the examiner
- Show understanding of simple instructions through appropriate actions
- Give very short answers to simple questions and requests for information

#### Language requirements: Functions

- Exchanging greetings
- Identifying and naming items given in the lexical list below
- Leave-taking

#### The candidate is expected to demonstrate the ability to:

##### a) Understand

- Imperatives for common actions, e.g. open, close, tell me, give, point to, touch, show me
- Question words what? how many? how old?
- Demonstratives this, that

##### b) Understand and use

- The present simple tense of to be
- Common nouns in singular and plural (regular), e.g. ear/ears, shoe/shoes, foot/feet
- Simple adjectives, e.g. small, big, green
- Determiners a, the, my, your, his, her, its, their
- Pronouns I, you, he, she, it, they Lexis

#### The candidate is expected to demonstrate the ability to understand and use vocabulary related to:

- Greetings Immediate surroundings including classroom objects
- Parts of the face and body
- Cardinal numbers up to 20
- Colours

## ESOL: Scheme of Work BEGINNERS [Higher]

- Items of clothing
- Money

### Trinity Step 2

#### Communicative skills

- Understand and respond to short, simple questions and requests
- Respond with appropriate actions and positive and negative short form answers
- Use a range of basic words and simple phrases related to personal details and situations Language requirements

#### Functions

- Indicating the position of people and objects
- Describing people, objects and places very simply
- Stating simple facts

#### Grammar The candidate is expected to demonstrate the ability to:

- Understand w Present simple tense questions
- Question words who? where? when? which? how?
- Present continuous tense questions
- Determiners some, any
- Understand and use w Present simple tense w
- There is/are and has/have got w
- Yes/no answers to present continuous tense questions
- Prepositions of place in/on/under/between/next to

#### Lexis The candidate is expected to demonstrate the ability to understand and use vocabulary related to:

- Rooms in the home
- Household objects
- Family and friends
- Days of the week and months of the year

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- Cardinal numbers up to 50
- Transport