

'English my way' (Basic Literacy, Speaking and Listening) Syllabus

1. Who are 'English my way' learners?

English my way (EMW) learners will be operating at beginner level in their spoken English (the funding target group). It is unlikely that a learner who can speak only very basic English will have a strong command of English literacy practices. 'Target learners', therefore, will need to develop abilities and confidence across **the full range of 'skill areas' (reading, writing, listening and speaking)**. This is not to say that EMW learners will be any one homogenous group; people, of course, differ greatly in many respects. These include: abilities to read and write in their first/ other languages, learning styles, prior educational experiences, positions in social/ family groups, confidence, etc.

It is important to note that the EMW curriculum has been designed for a typical EMW learner who will have **no** or **very limited** ability to **speak, read or write** in English and as a consequence will be identified as **below E1 on initial assessment**. These learners may be literate (or have limited literacy) in their own **non-roman** script language, or have **no** or **very limited** literacy in a roman script language (such as Italian and French). This syllabus is therefore **not** intended for use with learners who **are** literate in a roman-script language, who would require a different approach to learning English.

2. The 'English my way' Syllabus

The approaches outlined in the syllabus below draw on real, whole texts (written and spoken) which are situated in topic areas, and can be **delivered in any order** ESOL teachers/ learners prefer, although there are some topics (such as personal greetings) which sit naturally at the start of the course for everyone. Following this, time has been allocated for learners and teachers to negotiate their course topics, choosing from a **'cloud'** of topic areas.

3. EMW Flexible Delivery

There are 10 topics to choose from (see points 4 & 6), each broad and with enough content to **cover 8 hours of learning** (notionally, for 2 weeks of delivery although this can be delivered more intensively, e.g. if learners are attending a course for 8 hours, not 4 hours a week). The breakdown of both options would be as follows:

Table 1

4-hour-a-week delivery option	8-hour-a-week-delivery option
<ul style="list-style-type: none"> ● 2 hours 'per week' will be led by an ESOL teacher ● 1 hour led by a volunteer/ learning support worker ● 1 hour of supported online learning 	<ul style="list-style-type: none"> ● 4 hours 'per week' will be led by an ESOL teacher ● 2 hours led by a volunteer/ learning support worker ● 2 hours of supported online learning

Table 2 below details the balance between tutor-led, volunteer (learning support)-led and online learning: based on the 4-hour-a-week module.

Table 2

Tutor led session	Volunteer led sessions	Supported online learning	Total
2 hours per week	1 hour per week	1 hour per week	4 hours per week

The division between teacher-led, volunteer-led and online learning may overlap, depending on how centres arrange each course (e.g. a volunteer may work with learners within a session, with the teacher picking up the learning again after this or it may be that a volunteer works 1:1 or in small groups with learners, outside the 'main' session). It is the responsibility of experienced/ trained ESOL teachers to plan sessions, drawing on the activities and resources provided in each topic pack. ESOL teachers may do this planning collaboratively with volunteers and learners. To help assist in the session planning process, which will differ from group to group and tutor to tutor, model sessions will be provided as part of each Topic Pack.

4. English my way Topics

English my way topics A and B should be taught first: topics C to J can then be delivered in any order. Teachers should conduct a **group planning session during weeks 1 to 3**, where learners can help to choose the topics they will work on and in what order. There are 10 topics in total: only 9 will be needed if groups spend the equivalent of 2 weeks' time on each topic. Therefore, there is an additional topic provided, if need be. When choosing which topic to leave out, clearly groups will have different needs/ preferences. There is no need to be concerned about missing essential functions or vocabulary as (apart from the topic-specialist vocabulary) all functions, sight words, etc. are repeated through other topics, across the whole course.

Each topic will be accompanied by a pack of resources, activities and approaches (see section 8 below for more details)

- A. **All about me** (personal identification, describing self and family, likes and dislikes)
- B. **Daily life** (days of the week, daily routines, texting, making appointments)
- C. **Out and about** (greetings, 'small talk', e.g. weather, transport, directions)
- D. **Shopping** (money, food/ household items, clothes)
- E. **Where I live** (homes, neighbourhoods)
- F. **(Local) services** (simple forms, e.g. at the library)
- G. **Healthcare** (chemist, doctor, healthy eating, well-being, hospital)
- H. **Technology in our lives** (the Internet/ computers/ laptops/ tablets)
- I. **Me and my child's school** (talking to teachers, helping at school, forms, important information, homework, etc.)
- J. **Things I want to do** (enrolling on a course, finding local information, times, dates)

Please note: the content that is developed for the topics outlined above will not be exhaustive. ESOL learners will revisit them many times on their 'learning journeys' from beginner up to more advanced levels.

Fig 1. English my way Topic 'Mind Map'

For ease of reference, each topic has been allocated a letter, from A-J above. However, it is important to note that (apart from topics A and B) the topics **do not need to be delivered in any particular order**. As such, they can be seen as a mind-map below:



5. Resources/ Activities included in each topic

Each topic will include a wide range of resources and activities to enable ESOL teachers and volunteers working with EMW learners to cover basic literacy as well as speaking and listening development. Many of the resources/ activities will be designed in different modes, i.e. paper-based (for printing), activity cards and for learners/ teachers to access on screen. These different modes will enable learners to practise the same activities in different ways, which is important for beginner ESOL learners. It will also support differentiation by catering for a wide range of learning styles.

The accompanying 'Tutor Guidance Notes' support tutors delivering these different activities and should be read in conjunction with the 'topic packs', outlined below in Table 3.

Table 3

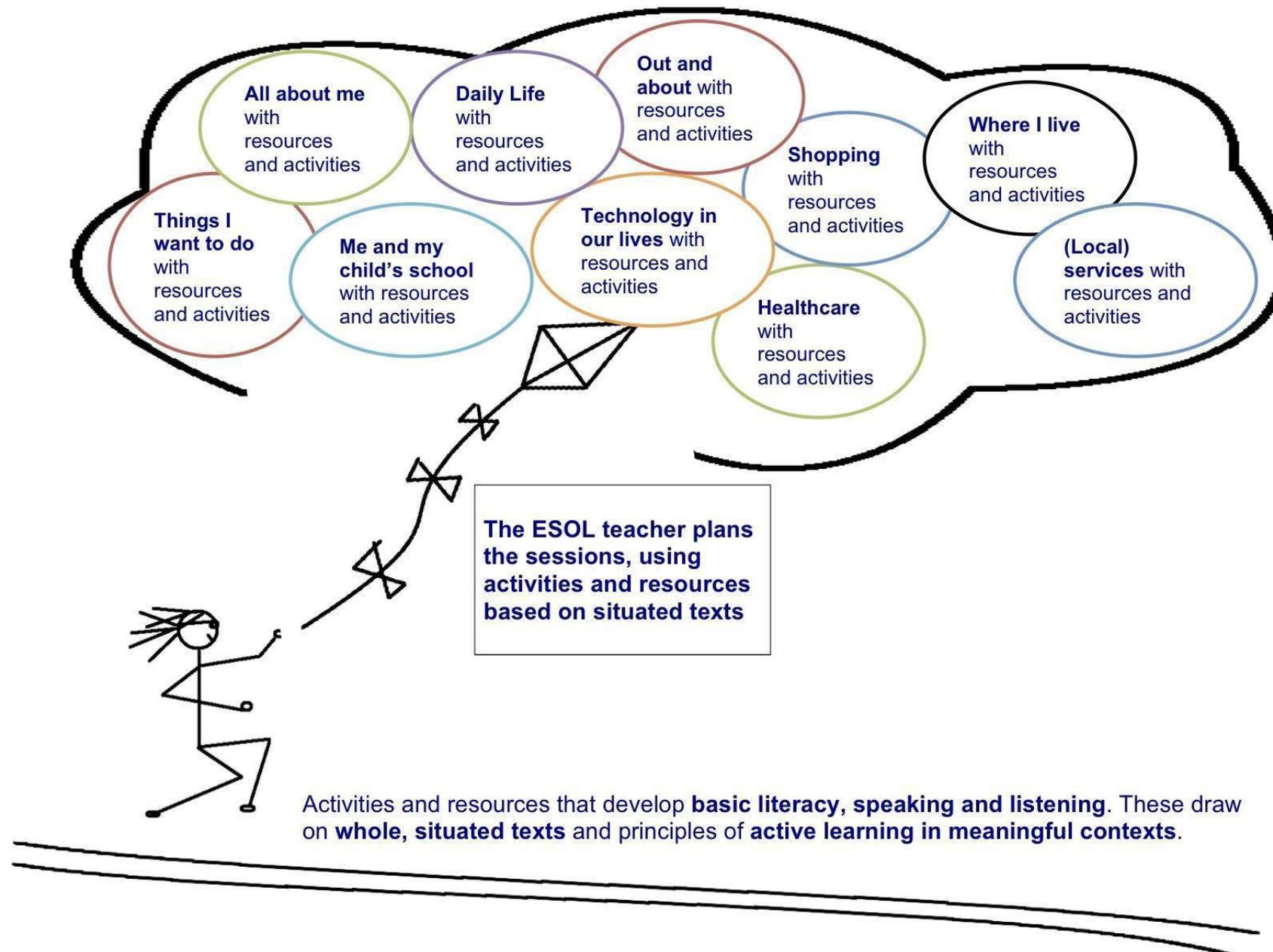
Resource/ Activity provided for each topic area (NB// 'Topic Packs')	Type: paper-based (p), activity, e.g. cards (a), screen-based (s)
3 or more texts for paired reading, choral reading, DARTs activities (see below), inspiration for language experience tasks, written modelling, identification of genre/ multi-modal features, extraction of writing frames, etc.	p, a ,s
5 or more Directed Activities Related to Text (DARTs) - whole text, sentence and word-level (e.g. card matching, text reconstruction, gap fill, word sequencing, etc.)	a, s
A set of photographs/ images (plus related tasks) to inspire discussions/ written tasks and to help learners activate and/ or develop schematic knowledge around a subject	a, s
One audio asset (x 1-minute) and activities to accompany this (e.g. listening tasks - including listening for gist and specific information), modelling, comprehension, practising word stress, etc.)	p, a, s

One video asset (x 1-minute) and activities to accompany this (e.g. visio-audio tasks, role play, comprehension, etc.)	p, a, s
One participatory ESOL task , based on Action Aid's <i>ReflectESOL</i> model (aimed at helping learners 'speak from within' and take part in activities that matter to them). NB// BBC deliver in blocks 3 and 4	p, a
Learner dictionary tasks - words added from topic + related tasks, e.g. analytic phonics, word stress, matching with root words, prefixes, etc.	p, a, s
Role Play tasks (including feedback for speaking activities)	a
'I can' checks (mostly built into the activities listed above). Some more formal (especially towards the end of the course to prepare for summative assessment).	p, a, s

6. Syllabus Overview

The diagram below (Fig. 2) is a representation of the EMW syllabus in pictorial form (as a cloud) which represents topics that can be delivered in any order. It depicts the ESOL teacher flying a kite which represents the planning and delivery of a session. ESOL teachers will be responsible for 'flying their own kite' - in any prevailing winds, but the content is informed by established ESOL methodologies and approaches (resources and activities supplied with each topic) that help learners develop basic literacy, as well as speaking and listening abilities/ confidence. ESOL teachers will be able to choose which resources and activities from each topic they will deliver and in what order, informed by their learners' needs and development throughout the course. ESOL teachers will also need to decide which activities the volunteer/ learning support worker will deliver. As noted above, there is an extra topic in weeks 4 - 22 to accommodate for flexibility in delivery, faster progress and/ or faster delivery of the initial 12 hours.

Fig 2 - 'English my way' Syllabus Diagram



7. 'English my way' Syllabus Timeline

Table 4 below shows the English my way syllabus as delivered over a 24-week period of 4 hours a week. As previously stated, centres may wish to run this as a more intensive programme. On a 24-week programme the topics illustrated in Figure 2 would be delivered between week 4 and 22. As detailed in section 3, each week consists of 2 hours of tutor-led, 2 hours of volunteer-led including 1 hour of supported online learning. The first three and last two weeks of the programme have been set aside for familiarisation, diagnostic and summative assessments, respectively. Learners must undertake initial assessment before week 1 (when diagnostic assessment will begin). Learners who are identified through initial assessment as not suitable for the English my way course will be signposted to other courses/ support.

Table 4

Weeks 1 to 3 – 'Getting Started'	Weeks 4 - 22	Weeks 23 to 24
<p>Getting to know each-other (learners, teacher, volunteers)</p> <p>ESOL diagnostic assessment tasks (integrated tasks across all four areas; reading, writing, speaking and listening including Language Experience for name, address, use of numbers, etc.)</p> <p>Introduction to/ tasters of topics A to J and course co-creation + topic selection (using pictures/ videos from topic packs)</p> <p>Study skills diagnostic assessment (e.g. ability to hold a pen, understanding of use of left to right, any indication of learning difficulties, etc.)</p> <p>Introduction to reading/ writing own personal information, relevant letters of alphabet and numbers</p> <p>ICT initial assessment (use of SMART phone, text or computer?)</p> <p>Identify learners wrongly placed and signpost to alternative provision</p>	<p>Teachers and learners will create a course using approaches, resources and guidance from within 'topic packs'</p> <p>Learners will undertake learning activities situated in different topics. There are 10 topics, each taking 8 hours (20 weeks in total) but only need to cover 9 topics. If the group progress quickly, the 10th topic can be used.</p> <p>The following activities will be carried out for each topic:</p> <ul style="list-style-type: none"> ● whole text activities ● DARTs ● photos/ image-based tasks ● tasks based on audios/ visuals ● participatory ESOL ● learner dictionary tasks ● worksheets <p>Formative assessment tasks will take place throughout the course.</p>	<p>Summative assessment (recap/ review of previous learning, teacher observation and feedback on progress)</p> <p>Next steps (identify and direct learners to further learning)</p> <p>End of course celebrations</p>

8. Theoretical Background

The '**English my way**' (EMW) syllabus outlined below is influenced by an array of acclaimed practice and theorists ranging from Spiegel and Sunderland on teaching basic literacy to ESOL learners (2006)¹ - which emphasises the importance of working from whole (written and spoken) texts - to a participatory ESOL approach, such as *ReflectESOL*,² to a cyclic approach to language delivery calling on the work of Kolb³. **EMW** methods enable ESOL learners to 'bring the outside in' (Cooke and Roberts⁴) and 'turn talk into learning' by helping people to 'speak from within' (*ibid*).

9. Getting Started

The activities, tutor resources and notes for 'Getting Started', will form the content for the first 12 hours or weeks 1 - 3 in a 24- week programme. These will be structured to enable learners to grow in confidence, get to know each other and their teacher/ volunteers and start to identify their personal learning needs and will include:

- 'getting to know you' warmer tasks
- diagnostic assessment activities
- 'getting to know the learning centre' activities, including suggested health and safety induction for beginner ESOL learners
- looking at the English my way website
- understanding the use of the learner dictionaries
- one to one time with a bilingual support worker in order to start DCLG learner questionnaires
- introduction to reading/ writing own personal information, relevant letters of alphabet and numbers

¹ Spiegel, M and Sunderland, H (2006), 'Teaching Basic Literacy to ESOL Learners', LLU+

² Moon, P and Sunderland, H 'Reflect for ESOL Evaluation: Final Report' LLU+, 2008

³ *ReflectESOL*, Action Aid projects: Information can be found at <http://www.reflect-action.org/reflectesol>,

⁴ Kolb, D A and Fry, R (1975) 'Toward an applied theory of experiential learning'

⁵ Cooke, M and Roberts, C (2007) 'Developing adult teaching and learning: Practitioner guides - ESOL', NIACE

10. Topic Packs Outlines

Topics A and B must be delivered first. Topics C to J below are not in chronological order; they can be delivered in any order, according to learner/ tutor preference.

Topic A: All about me

I can...

(Speaking & Listening): (1) meet people and introduce myself, (2) understand contractions mean the same as non-contractions, (3) make simple statements of fact about me and my family, (4) maintain a short spoken transaction

(Literacy): (5) recognise and form letters, (6) differentiate letters (e.g. between y & g, w & v, a & d) (7) recognise upper and lower case letters, (8) read and write my name and address, (10) write on lined paper (on a straight line and in a straight line)

Language:

Key vocabulary - key verbs (e.g. have, do), vocabulary connected to where I live (e.g. town, street)

Structures - present simple 1st and 2nd person, understanding relevant contractions (not expecting understanding of rules for use)

Functions - basic introductions, clarifying

Resource/ Activity	Details
Texts (for reception and production)	<p>Written: name badges, address labels (envelopes) - use of upper/ lower cases when writing names & addresses</p> <p>Spoken: 'Hello, my name is..., what's your name?' 'I'm from Bangladesh', word stress, e.g. 'I have two children, I am married/ single'</p>
Directed Activities Related to Texts	<p>Text-level: sort lines of addresses into the correct order, simple forms</p>

(DARTs)	<p>Sentence-level: match beginnings and endings of utterances (Hello I'm _____. I'm from _____)</p> <p>Word-level: matching initial letter of word (e.g. F/ atma, L/ ondon, a/ ddress), upper and lower cases (matching task), letter gap fill (upper / lower case), transformation (upper - lower case)</p>
Images	Two people meeting in a group situation (e.g. outside a school/ in a community centre)
Audio	Dialogue: a short introductory conversation between two people (mix of contractions and longer forms; I am / I'm)
Video	Dialogue/ conversation: two people standing, talking to each other saying basic facts about themselves (use same two people from images for familiarity)
Participatory ESOL	Group drawn map of their local area, adding place names / streets (reinforce letters of the alphabet, capitals and lower cases). NB// tutors need to be aware that not all learners will understand the concept of a map (2D representation of reality). An alternative activity here would be for learners to create a group poster showing different group members and something about each (name/ number of children, etc.)
Learner dictionary	Add words to own dictionary or flash cards to stick in book, record meanings in own language (if able) and/or using pictures/ signs, practise writing capital and lower-case letters
Role Play(s)	Short role play using basic cue cards with name & country / town

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (gap fill, sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic B: Daily Life

I can...

(Speaking & Listening): (2) understand contractions mean the same as non-contractions, (3) make simple statements of fact about me and my family, (4) maintain a short spoken transaction, (11) describe my daily routine, (12) read, understand and say time in 12 hour clock, (13) understand and say days of the week, (40) understand numbers for dates (1st - 31st) (not expecting differentiation between ordinal/ cardinal numbers), (41) understand and say some months of the year

(Literacy): (5) recognise and form letters, (6) differentiate letters (e.g. between y & g, w & v, a & d) (7) recognise upper and lower case letters, (8) read and write my name and address, (9) use apostrophes to contract, (10) write on lined paper (on a straight line and in a straight line)

Language:

Key vocabulary - times of the day (12 hour clock), am / pm, days of the week, months of the year, key verbs in relation to daily routines

Structures - present simple 1st and 2nd person to describe routines, understanding relevant contractions (not expecting understanding of rules for use)

Functions – describing daily routines, clarifying

Resource/ Activity	Details
Texts (for reception and production)	<p>Written: calendar with days and months (tutor to ensure students understand use of calendars), pages from a weekly diary, family weekly chores list</p> <p>Spoken: 'It's Monday, Tuesday....', describing routines (tutor to decide number of items students can manage); 'I get up at 7.30', 'I go shopping', 'My birthday is in August', time (whole and half hours, e.g. '7 o'clock, seven-thirty)</p>
Directed Activities Related to Texts	<p>Text-level: use of calendar for personal/ important dates, days of the week sequencing task, descriptions of daily routines</p>

(DARTs)	<p>Sentence-level: capital letters at the beginning of sentences (gap fill)</p> <p>Word-level: matching initial letter with word, matching parts of words (e.g. Tues/ day, break/ fast) upper and lower cases for days of the week and months of the year (gap fill), it is / it's, matching months of the year with weather pictures (e.g. December (snow), July (hot), April (spring), October (leaves), matching times (o'clock, half past), simple anagrams (giving first letter) for days of the week / months of the year / seasons, days of the week/ months flashcards</p>
Images	Person doing routines (have breakfast, make dinner, watch TV, clean the house).
Audio	<p>Monologue 1: describing simple daily routines using key vocabulary (get up, brush my teeth, have breakfast, go to work, go to school, make dinner, clean the house, go to bed)</p> <p>Monologue 2: describing activity for months of the year; 'In July I go to the beach', 'In April I visit the countryside', etc.</p>
Video	<p>Monologue 1: as above, covering daily routines - days of the week, get up, brush my teeth, have breakfast, go to work / go to school, make dinner, etc. but with actor <i>doing</i> the activities on screen. For example, I am Seema, I get up at 8 o'clock and then brush my teeth). NB// Can include linking devices (and/ then) ability permitting, that don't impair meaning.</p>
Participatory ESOL	Group created calendar showing important events (holidays, birthdays, festivals, etc.) to be displayed in the centre and referred to in class (i.e. it's Fadouma's birthday today!). NB// tutors need to be aware that not all learners will use calendars in the same way and that some examples of completed calendars would be very helpful for illustrating their purpose/ layout, etc.
Learner dictionary	Word /letter transfer (insertion of the first capital letter of the month/ insertion of the whole month/ insertion of missing letters of the day/ month), flash cards to stick in book
Role Play(s)	<p>Response to cue card prompt - saying what routine is carried out every day. e.g. picture of brushing teeth with clock behind / morning sun; 'I brush my teeth at 8 o'clock'</p> <p>Act out audio questions & answers with prompts in cue cards to assist (Q: What do you do in the morning? A: I get up at 8.00 o'clock).</p>

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (gap fill, matching, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic C: Out and about

I can...

(Speaking & Listening): (14) greet people, (2) understand contractions mean the same as non-contractions, (4) maintain a short spoken transaction, (12) read, understand and say time in 12 and 24-hour clock, (13) understand and say days of the week, (15) talk about the weather, (16) understand simple 'wh-..?' questions

(Literacy): (7) recognise upper and lower case letters, (9) use apostrophes to contract, (12) read, understand and say time in 12 (and 24-hour clock), (18) read and write days of the week

Language:

Key vocabulary - times of the day 12 (and 24-hour clock if students can manage this), am / pm, days of the week, transport vocabulary (i.e. bus, train, metro, tube, underground), transport verbs (i.e. leave, arrive)

Structures - basic 'wh-..?' questions - what time, which, when

Functions – greetings and taking leave, asking for information, understanding information

Resource/ Activity	Details
Texts (for reception and	Written: basic transport timetables (tutor to ensure students understand use of timetables), start and end times

production)	Spoken: 'How are you? I'm fine, thanks.' 'Nice to see you. You, too.', 'See you soon', 'Bye' + word stress, i.e. 'Nice to see you', 'What time's the train to...?', 'It's at...'. (contraction of time + is , it + is)
Directed Activities Related to Texts (DARTs)	<p>Text-level: identifying places and times on <i>very</i> simplified timetables or flash cards, e.g. leaves from Birmingham at 12.00 on Monday, listening to a travel routine, i.e. "On Tuesdays I get the bus to the supermarket at 9.00 am" (with gap fill inserting times, destinations and places), ordering greeting phrases, i.e. 'Hi, how are you' + 'I'm fine thanks, and you?' + 'See you soon' + 'Bye'</p> <p>Sentence-level: lexical chunking (i.e. What time does / the bus leave?/ (at) 12.00 o'clock), adding capital letters for the beginning of places</p> <p>Word-level: matching initial letter with word, Pelmanism (e.g. days of the week), bingo with times, matching parts of words</p>
Images	Transport types (bus, train) and places (bus station, train station, town centre, etc.)
Audio	Monologue (1st person): a travel routine, i.e. 'On Tuesdays I get the train to Manchester at 11.00 am'
Video	Dialogue (travel assistant and customer): at the travel help-desk: Q: What time's the train to Leeds? A: 'It's at half past five' Q: 'Which bus is it to town?' A: 'It's the number 35' Q: 'I'd like a ticket to Liverpool please' A: 'That will be £3.50', etc.
Participatory ESOL	Group created radial diagram showing the ways people travel to the centre and the length of their journeys. Use of own designed travel timetables, facilitated use of, e.g., Google maps to check the length of journeys by foot/ car/ public transport. NB// tutors need to be aware that not all learners will understand the concept of a map (2D representation of reality).
Learner dictionary	Travel vocabulary (with pictures for reinforcement of understanding), flash cards to stick in book, practicing writing words with correct capitalisation
Role Play(s)	<ol style="list-style-type: none"> 1. Greeting and taking leave 2. At the transport help desk

'I can' check (formative assessment tasks):

- Results of DARTs activities (sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic D: Shopping**I can...**

(Speaking & Listening): (2) understand contractions mean the same as non-contractions, (19) ask for something, (20) understand and use singular and plural of 'is this/ that..', 'are these/ those...', (21) understand and use basic countables and uncountables, (22) ask for prices, (23) understand and respond to requests for information

(Literacy): (9) use apostrophes to contract, (24) recognise commas for lists

Language:

Key vocabulary - shops and services vocabulary (i.e. bank, supermarket, library), food groups (vegetables, meat, dairy, etc.), food names, amounts/ numbers

Structures - plurals, basic countable and uncountable nouns,

Functions – making basic requests, enquiring about cost, clarifying

Resource/ Activity	Details
Texts (for reception and production)	Written: shopping lists/receipts, food labels (information, ingredients, prices), information in shops (opening/ closing times, aisle names, special offers), money (notes and coins)

	Spoken: 'Can I have / I'd like..., please', 'How much is...?' 'That's £x,xx, please', 'How much is this/ that?', 'How much are these/ those'
Directed Activities Related to Texts (DARTs)	<p>Text-level: shopping receipt text arrange (e.g. total, shop name, items, amounts), recreate own shopping list using model text, matching amounts (written) to money, e.g. £10.00 + £10 note/ 2 x £5, etc.</p> <p>Sentence-level: sentence re-jumbling (e.g. a kilo of potatoes, a bag of sugar, a packet of biscuits, a bag of lettuce.) Matching (verbal) instructions to picture flashcards (these flowers, those pens, this coat, those boots), matching clothes and pictures</p> <p>Word-level: initial letter or matching parts of word for food names, gap fill within a shopping list (spelling, e.g. bananas), adding capital letters for local shop/ brand names, matching shop names & pictures (e.g. supermarket, café, clothes shop, etc.), Pelmanism game on food items</p>
Images	Shop types, food categories (i.e. fruit / veg / meat), people buying food items
Audio	A person recounting where they buy things (teachers could adapt this audio, using the script, for their own local area/ students); 'I get bread from the supermarket. I get apples from the fruit and vegetable shop, I buy clothes from..., etc.' + associated comprehension/ matching activities (item + where bought).
Video	Dialogue between shop assistants and different customers asking for help in the supermarket shop floor (e.g. I'd like..., Can I have..., How much is this/ that? How much are these/ those? + 'That's 59p, they are £1.20 each).
Participatory ESOL	Creation of a poster/ mind map showing the different foods that people in the group eat. Discussion about dishes that people like to make and the ingredients they use (people can participate in which-ever way they can, through drawing/ writing food items, using the Internet/ bilingual dictionaries to find words (with support from the facilitator)
Learner dictionary	Reinforcement of key vocabulary word/ letter transfer (food/ products/ shop names, etc.), flash cards to stick in book
Role Play(s)	Shop transactions (on a supermarket shop floor with an assistant and/ or with someone at a check-out) – use of video (above) for modelling and video storyboard images for scaffolding/ cue cards

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic E: Where I live

I can...

(Speaking & Listening): (2) understand contractions mean the same as non-contractions, (4) maintain a short spoken transaction, (23) understand and respond to requests for information, (25) give simple directions to someone, (26) ask for directions, (27) understand and use prepositions of place, (28) understand spoken directions (accompanied with hand gestures)

(Literacy): (8) read and write my name and address (9) use apostrophes to contract, (29) read and understand simple directions

Language:

Key vocabulary - verbs and vocabulary relating to directions, basic prepositions of place

Structures - present simple (instructional)

Functions - asking for help, clarifying

Resource/ Activity	Details
Texts (for reception and production)	Written: very simple maps (paper and online) (tutor to ensure maps are local and students understand use of maps and the relationship between the page and 'real' world), simple map with clear markings of shops/ services (without depending too highly on literacy), notes with simple directions, simple flyers, e.g. showing the location of the local library)

	Spoken: 'Where is the bank/ station?' 'Go straight on, turn left, turn right, etc.', 'It's on the left/ right'
Directed Activities Related to Texts (DARTs)	<p>Text-level: draw lines to show directions on a very simple local map (only a couple of streets), identify places on a map (with spoken instructions), e.g. the bank is near the park.</p> <p>Sentence-level: matching pictures with location / direction phrases</p> <p>Word-level: matching initial letter with word, matching parts of words, prepositions of place matching with diagrams (behind, to the right/ left, near to, in-front of), places bingo (e.g. park, bank, supermarket, etc.)</p>
Images	Images of a local area, e.g. showing a library next to a park, a bank to the right of a school (which centres can supplement with images from their own localities)
Audio	Dialogue (2 people): Asking for & being given directions to 3 different places (+ simple map to note locations)
Video	Man/ Woman giving simple directions to a stranger on a local high street. (E.g. 'Excuse me, where's the bus station?' 'Go straight on and then turn left by the bank' (accompanied with hand gestures))
Participatory ESOL	Group create a map of their local area showing places that are important to them (e.g. their children's school(s), the local church/ temple/ mosque, the bargain shop for household products, a good park, etc.) NB// tutors need to be aware that not all learners will understand the concept of a map (2D representation of reality). An alternative activity here would be to create a poster of images from a local area, with labels for, e.g. 'post office', bank', etc. (Learners could go out and take these photos and be supported to upload them, thus also developing their digital literacies.)
Learner dictionary	Reinforcement of key vocabulary word/ letter transfer, building a repertoire of new words e.g. flash cards to stick in book
Role Play(s)	Re-enactment of video dialogue and use of images (see above) as cue cards

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic F: Accessing (local) services

I can...

(Speaking & Listening): (19) ask for something, (23) understand and respond to requests for information, (30) follow basic instructions (33) ask for assistance

(Literacy): (8) read and write my name and address, (31) with support, read and complete a simple form with personal details, (32) Read and understand simple information posters/ leaflets, (35) recognise and use a search engine page with support

Language:

Key vocabulary - key vocabulary connected to local services (e.g. library, job centre plus, doctor's, dentist's, children's centre, health centre, post office, appropriate to local context), verbs/ phrasal verbs for basic commands (go, ask, find, look at, speak, etc.), form instruction words - circle, tick, sign/signature, block caps, etc.

Structures - imperative for commands/ instructions

Functions - making/ responding to requests (I'd like, Can I have, I want), asking for clarification

Resource/ Activity	Details
Texts (for reception and production)	<p>Written: simple forms, e.g. at a library, information posters/ flyers (e.g. from local children's/ health centres)</p> <p>Spoken: 'What's your address/ date of birth?' 'Can you spell/ repeat that, please?' 'I'd like.../ Can I have.../ I want....' 'My name is..., My address is'</p>
Directed Activities Related to Texts (DARTs)	<p>Text-level: sort lines of addresses into the correct order, reconstruct a very simple form with cards (i.e. address, phone number, mobile number, email address, date of birth, marital status, etc.)</p> <p>Sentence-level: matching parts of request phrases, i.e. Have you + got, I'd + like, Can I + have</p>

	Word-level: gap fill on language for forms (words to be supplied on cards) ; 'date <u>of</u> birth', <u>surname</u> , first <u>name</u> , <u>address</u> , telephone <u>number</u> , <u>street</u> , etc.
Images	People at service counters at; a library, a dentist's reception, standing with a children's centre worker, at a post office counter, etc.
Audio	A telephone call (dialogue) to a local dentist/ job centre to book an appointment, i.e. Q: 'Can I have an appointment to see _____?' A: 'What's your name? What's your address? Could you spell that please?'
Video	Face to face transaction between man/ woman and staff member in housing agency: asking for help with a broken boiler (showing scenes, perhaps as thought bubbles, to illustrate the boiler being broken), staff member asking for name, address, spelling, etc. and giving a time when the gas man/ woman will come out (show scenes illustrating what 'gas man/ woman' means).
Participatory ESOL	Group create a map of their local area (add to map if already stated in a different session) showing location of important services, such as post office/ housing office/ children's centre. Facilitated use of an Internet search engine (i.e. Google/ Bing) to find local services. NB// tutors need to be aware that not all learners will understand the concept of a map (2D representation of reality). An alternative activity here would be to create a poster of images from a local area, with labels for services, e.g. 'children's centre', 'doctor's', etc. (Learners could go out and take these photos and be supported to upload them, thus also developing their digital literacies.)
Learner dictionary	Add vocabulary used in the topic to personal dictionaries, using a model to write in the words and creating own translations (in 1 st language/ using pictures, etc.), flash cards to stick in book
Role Play(s)	Use of 'service desk' images to prompt pair work role plays on service transactions

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (gap fill, sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic G: Healthcare

I can...

(Speaking & Listening): (3) make simple statements of fact about me and my family, **(19)** ask for something, **(23)** understand and respond to requests for information, **(30)** follow basic instructions, **(33)** ask for assistance

(Literacy): (8) read and write my name and address, **(31)** with support, read and complete a simple form with personal details, **(32)** Read and understand simple information posters/ leaflets

Language:

Key vocabulary - basic commands / instructions (e.g. sit down / wait here), symptoms relating to illness (e.g. (headache, sore throat), health and well-being vocabulary (e.g. exercise, healthy, vitamins), basic medication (paracetamol, ibuprofen, aspirin), parts of the body, numbers for frequency (e.g. once, twice a day), form instruction words - circle, tick, sign/signature, block caps, etc. health care places (i.e. chemist, doctor, health food shop, dentist, drop-in centre, hospital)

Structures – ‘I have got...’ ‘Have you got...’/ ‘I would like...’

Functions – Describing health, making requests, clarification strategies

Resource/ Activity	Details
Texts (for reception and production)	<p>Written: prescriptions, food labels (nutritional information), labels from bottles of vitamins/ medicine, hospital signs, information posters/ leaflets, e.g. from the ‘Fit 4 Life’ campaign</p> <p>Spoken: ‘I have (a headache, a sore throat)’ ‘Can I have...’, ‘I would like...’, ‘Pardon, sorry?’ ‘I’m sorry, I don’t understand’</p>
Directed Activities Related to Texts (DARTs)	<p>Text-level: purpose of text activity – learners pick out texts with instructions (e.g. on labels/ prescriptions/ healthy living & eating advice leaflets)</p>

	<p>Sentence-level: matching parts of phrases – on-screen activity to enable the phrases to be read out ‘I feel + sick’, ‘I have + a headache/ a backache’, ‘Can I have + some paracetamol’, etc.</p> <p>Word-level: picture card matching with spoken symptoms (e.g. for headache, sore throat, back ache, etc.), matching names of health care places (i.e. chemist, doctor, health food shop, dentist, drop-in centre, hospital) with images, point to parts of the body on a diagram (see Participatory ESOL activity below), simple anagrams for parts of the body</p>
Images	Health care places (i.e. chemist, doctor, health food shop, dentist, drop-in centre, hospital), people showing symptoms (headache, backache, sore throat, feel sick, etc.), parts of the body.
Audio	Monologue – someone describing what they do to stay healthy (I eat fresh fruit and vegetables every day, I walk to school with my children, I swim on Mondays, I relax in the evenings).
Video	A transaction between a chemist and a customer (the customer describes an ailment and the chemist offers different remedies/ advice, including dietary/ fitness tips)
Participatory ESOL	Human body graphic - simple body outline, group discuss/ draw/ write foods that help different parts of the body according to their own understanding/ knowledge/ folklore. Group members can participate through drawing and/ or writing, e.g. carrots help eyes, olive oil helps joints, etc. (the food vocabulary will differ greatly depending on group contributions). Next, the group discuss activities that hinder different parts of the body (e.g. eating too much sugar – problems with teeth, playing video games for too long – get fat). All ideas based group’s own understanding/ knowledge. Group members can participate through drawing and/ or writing, e.g. running person for exercise, cigarette for smoking).
Learner dictionary	Reinforcement of key vocabulary word/ letter transfer relating to the topic, flash cards to stick in book
Role Play(s)	Copying dialogue between chemist and customer (as described in audio section above)

‘I can’ Checks (formative assessment tasks):

- Results of DARTs activities (gap fill, matching, etc.)
- Observation of role play and participatory ESOL activities

- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic H: Technology in our lives

I can...

(Speaking & Listening): (16) understand simple 'wh-..?' questions, (19) ask for something, (23) understand and respond to requests for information, (30) follow basic instructions (33) ask for assistance (34) check understanding

(Literacy): (16) understand simple 'wh-..?' questions, (35) recognise and use a search engine page with support

Language:

Key vocabulary - basic computing vocabulary (i.e. screen, mouse, keyboard, desktop, cursor, etc.), keys (i.e. caps lock, shift, etc.), verbs for computing (i.e. press, click, drag, move, cut and paste, copy, delete, bold), website address, e-mail words (send, receive, etc.)

Structures – 'How do I ___?', 'What does ___ mean?', 'Can you ___', 'I need ___'

Functions – asking for assistance, asking what something means

Resource/ Activity	Details
Texts (for reception and production)	Written: website page (e.g. Tinder Home website pages), search engine pages (e.g. Google, Bing), sample e-mails, sample text messages Spoken: asking for help: 'How do I..', 'Can you help me', 'I need some help, please'
Directed Activities Related to Texts	Text-level: look for key information on a web page (or print out of one) (e.g. the website address, the telephone contact number, etc.)

(DARTs)	<p>Sentence-level: sequencing instructions for visiting the 'English my way' website (see audio below).</p> <p>Word-level: labelling a computer/ tablet with key word cards (screen, keyboard, mouse, caps lock button, etc.)</p>
Images	Images representing computer commands (e.g. drag and drop, cut and paste, click on, scroll down/ up, etc.)
Audio	Verbal instructions, step by step, for visiting the 'English my way' website with accompanying screen shots for sequencing tasks
Video	Guided video tour around the English my way learner pages, clicking on and following hyperlinks with explanations of content ('here is your name', 'click here to see videos', etc.)
Participatory ESOL	Creation of technology 'good and bad' or 'now' and 'before' table. People use magazines/ the internet to find and cut out/ print off images of technology items that were not used when they were children (i.e. mobiles phones, tablets, gaming systems) and put them into a table of good things and bad things (each column labelled with a smiley face J or sad face L).
Learner dictionary	Technology vocabulary added to dictionaries with pictorial/ graphical explanations if needed
Role Play(s)	Asking for help with something on a computer.

'I can' check (formative assessment tasks):

- Results of DARTs activities (sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic I: Me and my child's school

I can...

(Speaking & Listening): (1) meet people and introduce myself, (3) make simple statements of fact about me and my family, (4) maintain a short spoken transaction, (40) understand numbers for dates (1st - 31st), (41) understand and say months of the year

(Literacy): (5) recognise and form letters, (6) differentiate letters (e.g. between y & g, w & v, a & d), (7) recognise upper and lower case letters, (9) use apostrophes to contract, (8) read and write my name and address, (10) write on lined paper (on a straight line and in a straight line), (31) with support, read and complete a simple form with personal details, (32) read and understand simple information posters/ leaflets, (39) know that full stops show the end of a sentence

Language:

Key vocabulary - school-based vocabulary (e.g. homework, teacher, parents, children, playground, school, trip, etc.), months of the year, numbers for dates

Structures – ‘Hi, I’m _____’, ‘I’m _____’s Dad’, ‘I want (some) _____’, ‘I don’t understand _____’

Functions – meeting people, introducing yourself

Resource/ Activity	Details
Texts (for reception and production)	<p>Written: note from school, school trip leaflet, homework book, school report, flyer/ poster advertising family learning/ adult education classes at school</p> <p>Spoken: meeting other parents: ‘Hi, I’m Ash’s Dad, Mani’, ‘What’s your name?’, talking to a teacher: ‘I want some information about...’, ‘I don’t understand this (e.g. note/ homework)’</p>
Directed Activities Related to Texts (DARTs)	<p>Text-level: finding key information about, e.g. a school trip from a notice (date? cost? times? where to?)</p> <p>Sentence-level: lexical chunking using statements and stills taken from the video asset below (learners listen/ look</p>

	<p>at stills and then match together the parts of sentences/ utterances, e.g. 'Hi' + 'I'm Mrs Ali,' + 'Aisha's Mum.' + 'Nice to meet you'/ 'Hi Mrs Ali' + 'I'm Mr Stevenson,' + 'Aisha's maths teacher.'). Learners notice full stops at the end of sentences</p> <p>Word-level: gap fill – complete a simple form for a school trip (name, address, child's name, signature, etc.), word searches/ Pelmanism game for school-based vocabulary</p>
Images	Pictures of parent/ guardian; outside school, at school reception, reading school leaflet, looking at homework with child. Image of teacher and parent/ guardian
Audio	Phone calls to/ from school about child's illness/ non-attendance
Video	Parent/ guardian with a teacher in a senior school, parents' evening setting - dialogue, e.g. 'Hi, I'm Mrs Ali, Aisha's Mum. Nice to meet you'/ 'Hi Mrs Ali. I'm Mr Stevenson, Aisha's maths teacher, nice to meet you too.' On-going brief discussion about Aisha's maths progress (it is good but she sometimes forgets to do her homework).
Participatory ESOL	The group make a school year calendar, showing important dates/ school holidays – facilitated use of the Internet to find this information from the local council websites + group's own knowledge about their children's school commitments). Group encouraged to add festivals, such as Eid, Christmas, Diwali, Chinese New Year, etc. NB// tutors need to be aware that not all learners will use calendars in the same way and that some examples of completed calendars would be very helpful for illustrating their purpose/ layout, etc.
Learner dictionary	Add words from this topic to dictionaries, flash cards to stick in book
Role Play(s)	Using the video + stills as cue cards, role play the interaction (meeting) between a teacher and a parent/ guardian

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (sequencing, etc.)
- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

Topic J: Things I want to do

I can...

(Speaking & Listening): (4) maintain a short spoken transaction, (12) read, understand and say time in 12 and 24-hour clock, (13) understand and say days of the week, (16) understand simple 'wh-..?' questions, (23) understand and respond to requests for information, (36) ask for information, (37) say things I like and dislike

(Literacy): (8) read and write my name and address, (12) read, understand and say time in 12 and 24-hour clock, (31) with support, read and complete a simple form with personal details, (32) read and understand simple information posters/ leaflets, (38) write something about myself

Language:

Key vocabulary – verbs (gerund form) associated with likes and dislikes (e.g. cook, sew, walk, watch, go, play, etc.), places for activities for education and leisure (e.g. community centre, leisure centre, adult learning centre, etc.), months of the year, numbers for dates, times (12 and 24-hour clock)

Structures – 'I like + ing', 'I don't like + ing', Basic 'wh-..?' questions - what time, which, when

Functions – requesting information, responding to (written and spoken) requests for information

Resource/ Activity	Details
Texts (for reception and production)	<p>Written: posters advertising local clubs/ activities/ theatre/ leisure activities, etc., application forms for courses, very simple statements about self for an application form (I like walking by the sea), course information leaflets/ posters, adult and community education booklets (with all courses), individual course timetables</p> <p>Spoken: 'I'd like some more information about...', 'What's your name and address? When does the course start? What day/ time is it? Where is it?'</p>
Directed Activities	Text-level: reconstruction of simple information posters (adding cards with title, dates/ times, length, etc.), scanning

Related to Texts (DARTs)	<p>a course information leaflet to find the day/ time/ course length, skimming an information poster to identify gist (i.e. Is this about a course? a local activity? a club? a theatre production? swimming lessons? family learning classes? etc.)</p> <p>Sentence-level: matching parts of sentences for requesting more information, (e.g. 'Where + is the course? What time + is the course?')</p> <p>Word-level: activity to add -ing to a verb for likes and dislikes (+ noticing double consonants, e.g. on swimming), vocabulary games about places, e.g. word-search/ Pelmanism/ simple anagrams for leisure centre, adult learning centre, etc.)</p>
Images	Leisure centre, Jobcentre Plus, community centre, community art / sewing class (in a sewing workshop), ESOL class (in a classroom). Images can be used in many ways, e.g. laid out on a table, people to pick them up and say words about them.
Audio	Telephone call asking about an ESOL class (receptionist + course user), i.e. Q 'What day is the ESOL course? What time is it? When does it start?' + information provided 'Tuesdays from 6.00pm to 8.30pm and Mondays from 9.30am – 12.00pm. It starts on the 2 nd September, etc.'
Video	A member of the public going into a local community centre and asking for information about what they can do in their local area. Information provided about local clubs/ children's and adults' swimming at the local leisure centre, adult/ community education classes, etc.
Participatory ESOL	Group creation of a poster for people showing things they can do in their local area (use of different images/ words, etc. to help everyone understand this). Facilitated use of the Internet to find local information, e.g. about courses, leisure activities, etc.
Learner dictionary	Add new words to learner dictionaries from the topic
Role Play(s)	Re-enact video/ audio tasks (phone call/ face to face meeting asking for and receiving specific information).

'I can' Checks (formative assessment tasks):

- Results of DARTs activities (sequencing, etc.)

- Observation of role play and participatory ESOL activities
- Online 'I can' checks, similar to DARTs exercises but in different order, replicating classroom exercise types

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