



**HLS**  
EAL Training & Consultancy

**HOUNSLOW  
LANGUAGE  
SERVICE**



# KS2 Beginners' Scheme of Work

# Hounslow Language Service Beginners' Scheme of Work KS2

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## **Appendices (*HLS Documents*)**

- ❖ **Bilingual Visit Request Form**
- ❖ **Guidelines on Admission of Refugee/Asylum-Seekers**
- ❖ **HLS Leaflet for Parents**
- ❖ **Recommended Published Resources**

# HLS Beginners' Scheme of Work

## Introduction and Rationale

The London Borough of Hounslow has seen a significant increase over recent years in the number of newly arrived, bilingual pupils entering schools from Nursery to Key Stage 4.

These new arrivals into our schools come from widely differing backgrounds. In particular, they:-

- ◆ belong to a broad range of social and cultural identities;
- ◆ have assumptions and expectations that may be substantially different from those of other children in Hounslow schools;
- ◆ have very diverse educational experiences; including home tuition, interrupted schooling or no schooling at all;
- ◆ may be refugees or asylum seekers and be suffering from difficult or traumatic life experiences.

**Newly arrived EAL pupils entering Primary School at Key Stage 2** can encounter very severe difficulties in accessing the school curriculum. This is recognised in QCA guidance note, as for example in the NLS Document which states:-

*"Pupils who enter Key Stage 2 with little or no English will need particular support and guidance." (p106)*

**To meet this need for support, our booklet outlines an accelerated programme of learning for KS2 children who are learning English as an Additional Language (EAL).** It has been written for all who provide for the needs of Beginner EAL learners at Key Stage 2. This programme should ensure that EAL children have access to the curriculum as soon as possible.

**Interactive language teaching** will give the pupils practice in the vocabulary and structures that will enable them to participate in lessons across the curriculum.

The suggested programme consists of 5 components including listening and speaking, topics/vocabulary, language functions, grammar and structure, literacy skills and concepts.

It provides opportunities for:

- ◆ structured speaking and listening
- ◆ use of home language
- ◆ use of culturally relevant material
- ◆ links to topic based classroom activities

The length of this induction programme will depend on a range of factors including previous school experience, level of home language, frequency of extra support, motivation, learning ability and progress. The contents of this scheme of work are intended as a 'quarry' from which staff can select according to individual pupils' needs.

*"Time limits for withdrawal work should always be set and outcomes reviewed regularly"*  
*(INSPECTING SUBJECTS 3 - 11; guidance for inspectors and schools)*

Research into Second Language Acquisition has shown that it may take **five to seven years** for a child learning a second language to develop higher level academic, subject-specific language skills including reasoning and problem solving.

## A Beginners' Scheme of Work Key Stage 2

<b>Listening &amp; Speaking</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Survival responses</li> <li>• (Including pronouns)</li> <li>• e.g. <i>Yes, no, toilet</i></li> <li>• Use of Language Master</li> </ul>	<ul style="list-style-type: none"> <li>• Use of present tense e.g. <i>I am, it is, you are</i></li> <li>• Questions: Spatial e.g. <i>Where is the----?</i></li> <li>• Identification of objects/people e.g. <i>This is a ... These are ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• mealtimes, shopping (Role play)</li> </ul>
<b>Topics / Vocabulary</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• All About Me</li> <li>• People/my body</li> <li>• Classroom / school</li> <li>• Numbers 1-10</li> <li>• Alphabet</li> <li>• Calendar-days</li> </ul>	<ul style="list-style-type: none"> <li>• People/family</li> <li>• Classroom/school</li> <li>• Numbers 1-10</li> <li>• Alphabet</li> <li>• Calendar-days</li> <li>• Shape and colour</li> <li>• Clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing/accessories</li> <li>• Numbers 21-100</li> <li>• Food: common</li> <li>• Food: meals</li> <li>• Calendar: months</li> <li>• Adjectives</li> <li>• Colours</li> <li>• Size</li> <li>• Shape</li> </ul>
<b>Language Functions (Purpose of Language)</b>	<ul style="list-style-type: none"> <li>• <b>Identifying</b> oneself &amp; others e.g. <i>I am, you are, he is, she is--</i></li> <li>• <b>Naming/labelling</b>—</li> <li>• <i>My name is .....</i></li> <li>• <i>Simple classroom instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifying</b> and <b>describing</b></li> <li>• <b>Questioning</b>- What is this?</li> <li>• What are these?</li> <li>• e.g. <i>It is a ...</i></li> <li>• They are...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructions</b></li> <li>• <b>Polite requests</b></li> <li>• Survey of Food e.g.-</li> <li>• Do you like/dislike---</li> <li>• Classify foods</li> <li>• Role Play</li> <li>• Paired surveys/questionnaires</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>• <b>Pronouns:</b> <i>I/my</i></li> <li>• <b>Demonstrative</b> <i>this, these</i></li> <li>• <b>Verbs:</b> commands e.g. <i>stand up, sit down, line up (Speaking &amp; Listening)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Indefinite articles:</b> <i>a, an</i></li> <li>• <b>Definite articles :</b> <i>the</i></li> <li>• <b>Interrogatives:</b> <i>where, what, who (modelling by teacher)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Verbs: Present continuous</b> – e.g. <i>I'm eating</i></li> <li>• <b>Negative statements</b> e.g. <i>I 'm not eating</i></li> <li>• <b>Conjunctions / Connectives</b> e.g. <i>and, but, so etc.</i></li> </ul>
<b>Literacy Skills &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Pre –literacy hand control activities – Left/right orientation</li> <li>• Letter names, sounds &amp; key words e.g. <i>copy/trace name</i></li> <li>• Reading own name</li> <li>• Making a" Myself" book</li> <li>• Labels</li> </ul>	<ul style="list-style-type: none"> <li>• Letter names</li> <li>• Matching, copying &amp; labelling sight vocabulary above</li> <li>• Making books</li> <li>• Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Matching letters</li> <li>• Matching, copying &amp; labelling sight vocabulary above</li> <li>• Rhyming words/sentences</li> <li>• Rhyming poems</li> <li>• Making books</li> <li>• Sequencing captions</li> </ul>

The Scheme need not be followed chronologically.

Integrate use of home language with multilingual

Appropriate teaching strategies and activities will depend upon a child's previous educational experience



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For further information please contact  
Rehana Ahmed:  
Lampton School  
Lampton Avenue  
Hounslow TW3 4EP

E-mail: [rehana.ahmed@ealhls.org.uk](mailto:rehana.ahmed@ealhls.org.uk)  
Website: [www.ealhls.org.uk](http://www.ealhls.org.uk)

If you would like more information, please contact us.

વધારે માહિતી માટે મહેરબાની કરીને અમોને મળો.

যদি আপনার আরোও কিছু জানার থাকে, তাহলে আমাদের যোগাযোগ করুন।

Se precisar de mais informações, contacte-nos.

若你需要更多資料，請與我們聯絡。

اگر آپ کو مزید معلومات دیکار ہیں تو ہم سے رابطہ قائم کریں

إذا رغبتكم في الحصول على معلومات إضافية الرجاء الإتصال بنا

ਵਧੇਰੇ ਜਾਣਕਾਰੀ ਲਈ ਸਾਡੇ ਨਾਲ ਸੰਪਰਕ ਕਰੋ।

*Nëse dëshironi më shumë informata, ju lutemi kontaktoni qendrën tonë.*

**Haddi aad faahfaahin u baahantay fadlan nala soo xidhiidh.**