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Included in the teaching materials

Five teaching topics each made up of four units

Timesaving templates

Template 1: Lined paper

Template 2: Blank sentence strips

Template 3: Look, say, cover, write, check

Template 4: BINGO

Template 5: Key words

Template 6: Class survey

Template 7: Bubbles

Template 8: Alphabet: lower case, upper case

Template 9:

2. Teaching materials

The teaching materials are based on five topics, each divided into four units. The topics are typical for learners at this level, reflecting priority needs and, as far as possible, universally engaging subject matter relating to learners' lives, experiences, opinions and plans. Being aware of the

Timesaving templates

This section contains templates for some of the most-used activities or lexical items for this level. They are designed to be easily adaptable and are often referenced in the teaching materials themselves.

Reading texts

This section includes the reading texts from the topics as well as some additional reading. They can be used



Wh questions + *do*.



name and address, and spelling them preposition + place: *Put paper in the*
out.

	<p>the /a / in many other common words such as nice</p>			<p>key words and aid spelling. Recognise letter/sound correspondence.</p>
<p>Language points</p>	<p>Different forms of greetings, e.g. <i>Hello. Hi! Nice to meet you.</i></p> <p>Question forms for socialising/ making arrangements . spoken and written.</p> <p>Punctuation and symbols used in text messages, e.g. ! ? :)</p> <p>Recognise the difference between an informal</p>			

phonics

Decode simple, familiar words and distinguish between p, f and ph - /p/ /f/ sounds.

Focus on similarities and differences between country names, adjectives and languages.

Read, understand and write a simple sentence with correct punctuation linked to the topic.

Spell correctly some familiar words.

Recognise and decode familiar words and recognise letters of alphabet.

Spell correctly some personal key and familiar words, forming letters accurately.

Letter æ /r/ sound, e.g. *brown, orange* contrasted with the silent æ in words such as *purple, curtains* / / sound.

Read simple questions.

Read and understand a short simple text.

Write a simple sentence using correct word order and basic punctuation.

Spell correctly personal keywords.

Focus on initial, medial and final sounds and spellings of words.

and *library*.

Write and spell correctly some familiar and key words.

Read and write years.

Read, understand and write a

TOP TIPS

Top tip 1: What learners and teachers said

'Listening and understanding is first. Because the more they repeat, the more it sticks and it's easier for me to learn. Because if we don't hear anything, we wouldn't learn any writing.'

ESOL learner

'It has to be...think what things motivate and interest students emotionally. You have to spark their imagination... And make it funny.'

ESOL teacher

'Speaking should precede reading and writing but often

Top Tip 2: Localise it

Where you are, geographically and culturally, will have a great effect on the varieties of texts and language use around you. Relating teaching content to local features, issues, texts and conditions will help connect with, and empower,

Top tip 2 What learners and teachers said

'Language Experience is one of the things that's really good, which I'm sure other people have talked about, where you basically get the language to come out, come from them, create texts so you have a whole load of speaking and listening around it and then you create a text and then you can do a lot of reading and writing.'

ESOL teacher

'UK-specific materials and effective practice guidance would be of great benefit.'

ESOL teacher

'Local town, local area, things like that, things that they can relate to without having to start talking about painful history perhaps, you know, their new life, new friends.'

ESOL teacher

Top Tip 4: Go slowly and repeat

Learners working at this level need plenty of time, repetition, encouragement and 1:1 support. In mixed level groups, this can be challenging for the teacher (and the rest of the group!) so it's important for the teacher to use a range of approaches and strategies to support this.

Learners

Learning to learn skills empower learners and support independent learning. For example, support learners to:

- set up and use a course file
- use Look, Say, Cover, Write, Check sheets
- regularly add to and look at their key words notebook when they have a few spare minutes on a bus or in a waiting room
- use their phones to record new words and spellings
- take photos of boardwork, or places or signs they want to know more about.

Set up a resource borrowing bank so learners can, for example, take word cards home for more practice with phonics, and letter and key word recognition.

Forming letters is a slow process. It's important for learners to try and use different writing implements and positions for handwriting to find what works best for them. Practise using keyboards too.

Practitioners

Don't be surprised at how much repetition is needed. Frequently check with the learners: *Would you like to do this/go over this again?*

Recycle your resources. Teachers spend a lot of time creating resources. Instead of taking them away, create a zip lock resource box in the classroom and encourage learners to regularly review their learning. For example, learners can use word+picture/word+ word matching cards for p.62 204.8a2.21 Tm0 G[]TJETQq52.44 1

Top tip 4 What learners and teachers said

'I was scared [but] after I saw the students, I knew that there were many people like me. They don't know how to read like me and I started to feel comfortable with my teacher; she helped me and now I feel safe and confident'

'Repetition is really key for this level but it can

Top Tip 5: Focus



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Top Tip 6: Read aloud

Reading aloud and together is one of the best ways to help learners develop reading and phonic attack skills.

Learners

- | For many learners, especially those with little or no literacy in L1, reading aloud addresses the

Top tip 6 What learners and teachers said

[1] fi

Top Tip 7: Make the most of resources

Working with new ESOL learners, particularly in mixed level groups, can create a lot of demands on the teachers' time and skills in relation to effective differentiation. A key strategy is for teachers to exploit their resources to maximum effect.

Learners

Let learners choose! You can set up graded versTf10 G[ti]m)3(e)]TJET86423wg7.11

Top tip 7 What learners and teachers said

'With a focus on sustainability, I don't want to have lots of worksheets. [It] would be better to provid

Top Tip 8: Use a range of strategies

Using a broad range of strategies will help learners to own their learning, and to find learning strategies that work for them.

Learners

Learners who have little or no experience of schooling may find the classroom a challenging and intimidating place.

Learners who have experienced very traditional schooling may have fixed ideas about learning (as may we!).

Learners may have preferred ways of learning: it can be helpful to acknowledge and provide these some of the time.

Encouraging learners to discuss and share their learning experiences - in L1 if necessary - can help them take control of their learning.

their

Top tip 8 What learners and teachers said

'I think it has improved a bit but I feel I've never been a great student and now at 60 I feel it's very difficult to improve that or to get some studying habits, or to learn how to study at my age, after not having been to school [for very] long'.

ESOL learner

'Most tutors are not confident enough teaching phonics to adults. The only literature available is stuff produced for schools and you can see the resources that are out there are childish. They're meant to last for a whole year, where they do one sound a day, but there's no way you can do that into a normal ESOL class. So, I think, you know, the sector is crying out for phonics at pre-Entry level'.

ESOL teacher

'I think what I am trying to say is maybe we need strategies to make pre-Entry learners more independent within the classroom, so that you can actually just say right, you know the drill now, you have done this before, get on and do.'

ESOL teacher

Top tip 9 What learners and teachers said

'I use my smart phone. I speak to my children in Syria and Jordan. If I need information, I check on Google. I use YouTube, I use Google, I use the translator as 1 0 0 E3pdq7.02435'

'A lot of the current pre-Entry level material... is outdated; booking a doctor's appointment by letter when in reality most are made on-line or by telephone where you choose the relevant option on the menu'.

ESOL teacher

'There is a wider belief that technology is not appropriate for lower levels [but] this is something that needs to be integrated in new resources. Integration needs to be in the form of mobile technology as many classes are not based in IT rooms and learners struggle to navigate college IT procedures.'

ESOL teacher

Top Tip 10: Use a wide range of differentiated

Top tip 10 What learners and teachers said

You'd have three people in the class who are complete beginners, don't understand what your instructions are, you'd have three at the other end getting on with it and the ones in the middle. So how do you have the time to meet all their needs as well?

ESOL




KEY KNOWLEDGE AND SKILLS

KK&S 1: The languages grid

This table gives some information about some of the languages spoken by new ESOL learners at the time of writing. It includes languages such as Arabic which do not use a Roman script as well as languages such as Somali where learners may have different traditions of literacy. It also includes some of the languages spoken by the learners who are profiled in these materials. It is not intended to be representative but rather to give an indication of the kinds of language you may encounter in the classroom.

We encourage you to add notes to the table, and additional languages, as you find out more about each of the main languages your learners speak. It can be very useful for practitioners to know something about the language(s) a learner has been exposed to from birth, often referred to as their *first language* or *L1*. For ESOL learners with little or no literacy in English it is especially useful to know something about the script of their L1 (assuming it is a language that has a written form) - especially the direction the language is written in, and the category of script, which are both shown by the table below.

It is also worth noting that the terminology *first language* or *L1* is not entirely unproblematic and represents a rather *monolingual* worldview. In fact, a majority of people worldwide are *multilingual* (i.e. speak and use more than one language) and many will not necessarily identify a single language as their L1.

Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
Chinese languages (for example Cantonese or Mandarin)	Columns: Top to bottom, read from right to left- but lots of variation is possible	Chinese	Logographic: <i>written (or drawn) character represents a word or phrase.</i>		No definite articles
Fula	Left to right	Latin/Roman	Alphabet	Jam waali (<i>Good morning</i>)	Expanded version of Latin/Roman alphabet, variation between countries. Also uses Arabic script, especially Guinea, Cameroon. Many Arabic loanwords.
Gujarati	Left to right	Gujarati	Abugida		No horizontal line Phonetic Not case sensitive No definite article
Hindi	Left to right	Devanagari	Abugida		Phonemic

Language	Direction	Name of script family	Type of script	Hello
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Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
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Punjabi

Two scripts used:
 Shahmukhi - right to left /
 Gurmukhi left to right

Language	Direction	Name of script family	Type of script	Hello in chosen language	
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KK&S 2: Inclusivity

There are many important considerations for ESOL practitioners in relation to making sure classrooms are safe, accessible and supportive spaces in which learners can feel equally valued and included. To be aware of the wide diversity of learners and their varying needs, useful questions for practitioners to ask themselves include:

Do any learners have visible or invisible disabilities or impairments

What can I do or change to address any of these, or other issues, effectively in the ESOL classroom? What is beyond the parameters of my role? Useful action can include:

- actively engaging learners in identifying language learning topics and contexts that are relevant and meaningful for them
- making suitable adjustments in the classroom where possible. For example, moving a wheelchair nearer to the board or making more space for a wheelchair user
- finding out what specialist support is available at your centre and who you

KK&S 3: Literacy practices

The term *literacy practices* refers to the ways in which people use written texts in their everyday lives.

Literacy practices are a part of larger social practices: so, for example, writing and signing a birthday card is part of larger process (checking an upcoming birthday, choosing and buying, then eventually giving or sending the card).

Literacy practices involve values, attitudes, feelings and social relationships - they go beyond a

KK&S 4: Phonics

Phonics is one of the main approaches for teaching reading to native or fluent English speakers, both children and adults. It is a method of teaching reading and spelling which involves learning the connections between *graphemes* (letter patterns) and the *phoneme* between

One grapheme can represent one or more phonemes (e.g. **t**ap, **b**aby, **w**ater, **f**ather, **a**bout).

One phoneme can represent one or more graphemes (e.g. /m/ in **m**an, **h**ammer, **A**utu**mn**).

Suggested approach for working with phonics

Start with whole meaningful words the learner knows.

Say the words clearly, identifying the syllables.

Focus on the first

Phonological awareness

Some learners will need specific sound recognition and discrimination activities as they may not be able to hear particular sounds, especially if they do not occur in their first/other language. Some suggestions for building phonological awareness:

- raise your hand/card if you hear the sound
- give learners counters and ask them to line up counters for every sound they hear in a word
- sort words by initial sound

KK&S 5: The whole word approach

Key concepts

Whole word recognition (or sight words) is

K

Letter formation

Practise forming lines and loops, before trying to form letters.

Form letters in the air.

Show learners exactly how to form letters . where to start and end . and the correct way to form each one.

Observe and check that learners are forming letters correctly.

Learners can practise tracing words they need to write, e.g. name and address.

Encourage joining some letters from the earliest stage, e.g. *and*.

Spacing and size

Ensure

Write a word the learner needs/wants to learn to spell in the left-hand column.

Encourage the learner to **say** and **look at the word carefully**, thinking of ways to remember it (see suggestions below).

The learner covers the word and writes it in the second column.

The learner checks if it is spelled correctly, letter by letter.

If there is a mistake, focus on it and use one of the methods below to help remember the correct spelling.

The learner covers the word and writes it again in the third column.

Check and repeat the process using the fourth and fifth columns.

The last column can be used later to check the learner can remember the spelling.

Suggestions for ways to help memorise spellings

Visual, for example:

- highlight particular parts of words or letter combinations which the learner finds difficult to remember, e.g. *Tuesday*
- look for words within words, e.g. *friend*
- look for patterns in words (phonics), e.g.

Name

KK&S 10: Reading activities

Ideas for using different text types

Here are some suggestions for using the different text types which don't require much in the way of additional materials or preparation as the basis for reading and follow-up activities. Please also see the Top Tips as well as the references and links to other parts of the Guidance, Screening resources and Topics/Units which explain or illustrate an approach/activity.

You can apply many of these suggestions across different text types.

Social sight words and signs

BINGO

Print and laminate one copy of the text as a Bingo card for each learner. Print and laminate another set for each learner (or you) to cut up. Call out the sign. Learners put the correct card over the same image on the Bingo card.

SORTING AND CLUSTERING

Use sets of laminated word cards for regular review practice. As learners build up their vocabulary, encourage them to jumble, sort and cluster word cards on tables or walls. You can vary the task, for example clustering words into lexical sets/word families such as signs, food, places, or words beginning with the same letter, or rhyming words.

CIRCLE THE WORD

Give learners a copy of the social sight sheet, call out words and ask learners to circle the word they hear.

FILL IN THE MISSING LETTERS

Filling in the missing letters can follow on from phonics practice with letters and sounds. It can reinforce the value of decoding initial sounds to support reading, as well as supporting familiarity with upper- and lower-case letters.

B C E S

_ XIT
_ US _ TOP
_ ASH

More ideas

- Support learners to slowly build up their repertoire of key social sight words/ environmental print, e.g. DANGER, TELEPHONE,

More ideas

-

Simple narrative texts

Learner generated texts (individual and class) can provide a rich, authentic resource of narrative reading which can be supplemented with a number of follow up activities.

MULIPLE CHOICE

Create a simple multiple-choice question sheet for learners to fill in individually or in pairs.



Habiba is my close friend. She lives in Canada. She is a doctor.


Circle the correct answer

From reading to writing

Some example reading activities which lead into related writing tasks:

FORMS

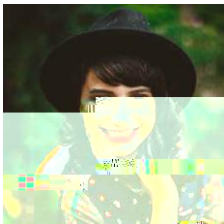
Create a simple form to record key information from a text

	<p><i>I am from Syria.</i></p> <p><i>I am 28</i></p> <p><i>I live in Bolton</i></p>
<p><i>Imran</i></p>	

Name	
Age	
Country of origin	
Name	
Age	
Country of origin	

WRITING FRAMES

Use texts to create a simple writing frame to generate personalised writing.


<p><i>Habiba is my close friend. She lives in Canada. She is a doctor.</i></p>

<p>Write about your close friend:</p> <p>..... is my close friend.</p> <p>..... lives in</p> <p>..... is</p>

Education and
Training
Foundation
Excellence
Gateway
English for
speakers of
other languages

<https://esol.excellencegateway.org.uk>

This exhibition site brings together some of the most effective resources for ESOL available on the Excellence Gateway including key materials created as part of the Skills for Life strategy, such

English for Action	http://www.efalondon.org/esol/research-and-media	Includes links to EFA's various projects and research relating to participatory ESOL. Also includes information about the training and development opportunities they offer	A very useful resource for all ESOL teachers but not specific to this level
English My Way	https://www.englishmyway.co.uk	This resource provides a range of materials for t	

ESOL Activities
Pre-Entry with
Audio CD:
Practical
Language
Activities for
Living in

Handwriting
practice sheets

<https://www.handwritingpractice.net/>

Sheets that teachers can adapt and print out, to help learners practice their handwriting

Useful for handwriting practice

Language and Literacy Education	https://www.youtube.com/watch?v=rHnHgDGCuAI&t=24s	Short introductory video of a module about literacy practices from James Cook University	Useful overview of literacy as a practice
Language Support for Adult Refugees Council of Europe Toolkit (2018)	https://www.coe.int/en/web/language-support-for-adult-refugees/home	This toolkit is available in seven languages	

Literacywork
International
(USA)

<http://literacywork.com/Literacywork.com/Resources.html>

Literacywork International is a small literacy-focused research and development company in the US. The website is intended to be of use to policy makers, administrators, and, most of all, teachers. All materials are available to be used freely by teachers for non-commercial purposes.

The ESL by Design section is a comprehensive and integrated approach to teaching ESL, which

directions and two videos:

Photo
Dictionary .

SEN Teacher	https://www.senteacher.org/Print/Literacy/	Various worksheet and flash card templates that teachers can use to make their own, e.g.: <ul style="list-style-type: none">~ Word search~ Handwriting~ Word and picture cards~ Word bingo~ Picture bingo~ Word spinners	These worksheets are aimed at Special Educational Needs teachers but could be useful for developing
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Teaching
refugees with

USA Language
experience
lessons

<https://www.newamericanhorizons.org/training-videos>

The New American Horizons Foundation aims to enhance the development of teachers through the creation of a series of training videos:

Teaching ESL to Adults: Classroom Approaches in Action is a series of twelve videos, which can be viewed online on this page or purchased as four DVD volumes. Titles include:

Lesson Planning for Life Skills

Building Literacy with Adult Emergent Readers

Growing Vocabulary with