

## Suggested classroom approaches

High quality planning is part of Quality First Teaching. Use of these approaches must be linked to pupil progress towards National Curriculum objectives.

For young pupils with no previous experience of schools, a range of good play activities in line with Early Learning Goals would be more appropriate.

<b>Listening:</b> <ul style="list-style-type: none"><li>• find matching picture</li><li>• draw</li><li>• sequence</li><li>• tick a list</li><li>• fill in a chart</li><li>• label diagram</li><li>• trace a route, following instructions</li><li>• fill in gaps in a text</li><li>• follow instructions</li></ul>	<b>Reading:</b> <ul style="list-style-type: none"><li>• use first language books, taped stories, language master cards</li><li>• simplified version of story</li><li>• cut-outs/puppets for pupil to retell story</li><li>• match words/sentences to picture</li><li>• read and draw</li><li>• read and fill in a chart</li></ul>
<b>Speaking:</b> <ul style="list-style-type: none"><li>• talk about a picture</li><li>• tell a story (make up own in English or first language)</li><li>• role play</li><li>• class surveys, eliciting simple information</li><li>• play a (language) game</li><li>• give instructions</li><li>• oral reports</li><li>• collaborative group activities</li><li>• barrier games</li><li>• use speaking/talk frames</li><li>• talk partners ( in English and first language)</li><li>• talk trios- one pupil monitors quality of talk partners discussion using checklist of target language items or structures</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>• use a simplified worksheet</li><li>• label diagram in two languages</li><li>• make own dictionary/glossary - first language/English</li><li>• games, crosswords, word search</li><li>• true/false, yes/no answers to circle/delete</li><li>• substitution</li><li>• multiple choice</li><li>• speech bubbles</li><li>• grids, flow charts, graphs, pictograms</li><li>• fill in blanks (cloze)</li><li>• models of good writing</li><li>• sequencing</li><li>• prediction</li><li>• simple comprehension questions</li><li>• write own story in first language</li><li>• provide writing frameworks with key vocabulary</li></ul>

## Deciding which language items to teach

As with all areas of language development these are best approached within a natural learning environment and a real learning context as part of work/sentence level work. The list below should not be seen as hierarchical.

**Basic vocabulary areas: always include 'a' and 'the' as appropriate when teaching nouns.**

Vocabulary areas	Examples of words to be taught
Social language	please, thank you, sorry, hello, goodbye etc.
Classroom objects	pencil, pen, rubber, book, white board, chair, table, carpet, folder, door, felt-tip, paint, scissors, glue, ruler, computer etc.
Areas of the school	classroom, hall, playground, toilet, dining hall, office, stairs, staffroom, library, corridor, car-park, upstairs, downstairs etc.
School routines	assembly, playtime, dinnertime, whistle, home time etc.
Clothes	shoes, dress, coat, trousers, trainers, shorts, swimming costume, towel, shirt, blouse, vest, pants, T-shirt, socks, jumper etc.
Parts of the body	head, face, eyes, ears, hair, nose, mouth, teeth, tongue, body, arms, hands, legs, feet etc.
Health	tummy ache, toothache, earache, cut, bleed, hurt, broken etc.
Colours	black, white, red, blue, green, yellow (beware colour blindness)
People	girl, boy, man, woman, children, teacher, teacher's name etc.
Family	mother, father, sister, brother
Reading	book, page, word, picture, story etc.
Maths - counting	1 - 10, 10 - 20, 20 - 100 etc.
Maths - money	pound, penny
Maths - computation	add, take away, multiple, divide, more, less etc.
Maths - shapes	square, circle, triangle, rectangle etc.
Maths - measuring	how long, how short, centimetre, metre, height, width
Meals/food	Dinner/lunch/breakfast - food usually served for school dinners - other food as necessary for recipes used in class

Vocabulary areas	Examples of words to be taught
Meals/utensils	plate, knife, fork, spoon, bowl, rubbish, bin, cup, saucer, mug etc.
Instructional verbs (classroom)	sit down, stand up, stand still, write, stop, draw, colour, paint, listen, line up, go and get/show me your..... etc.
Instructional verbs (PE)	jump, hop, climb, roll, throw, catch etc.
Street (nouns)	road, pavement, zebra crossing, traffic light etc. shop, house car, lorry, van etc.
Street (verbs)	look, cross, stop, be careful, go etc.
Time	- now, yesterday, tomorrow, last week, next week - dinner time, play time, home time, - 9 o'clock, half past seven etc.
House - outside/rooms	roof, door, wall, garden, etc. sitting room, bedroom, kitchen etc. upstairs, downstairs
House - furniture	bed, bath, cooker, sofa, shelf etc.
Day/months	Monday, Tuesday, March, April etc.
Weather	cold, hot, rain, sunny etc.

# Examples of Early Stage word and sentence level language development

## Checklist of functions and sentence patterns

Functions	Sentence patterns
Identifying objects	What's this? It's a ..... What are these? They're ..... Is this a .....? Yes it is/No it isn't Are these ....? Yes they are? No they aren't
Asking for things	Can I have a ....., please?
Identifying actions	What are you doing? I'm .....ing What is she/he doing? S/he's .....ing Are you .....? Yes I am/No I'm not Is s/he .....ing? Yes s/he is/No s/he isn't etc.
Locating objects	<i>prepositions:-</i> Where's the/my/your .....? It's here/there                      It's on/in/under/beside/etc
Describing problems	What's the matter? I've hurt/lost/broken .... My ..... hurts/is broken/is missing/etc.
Expressing likes/dislikes	Do you like .....? Yes I do/No I don't      because....
Expressing possession	That's mine/his/her/ours/etc. I've got a ..... Have you got a .....? Yes I have/No I haven't
Describing objects	What colour is this .....? It's red/blue/etc How big/long/wide is this ....? It's ... cm long/wide They're the same/different What's it made of? It's made of wood/paper/etc.
Counting	How many .... are there?      There is/are ..... 1/2/3/etc. A lot/many/some/a few/etc.
Describing ability	I can ..... Can you .....? Yes I can/No I can't
Reporting and narrating	<i>simple past tense:-</i> I went/saw/played etc Did you go/see/play etc. ? Yes I did/No I didn't yesterday, last week
Describing lifestyles and regular events	What does a chemist/bus driver/etc. do?      He... She... What do you do after school? etc.
Predicting the future	I'm going to be an astronaut/film star/zoo keeper .... We will look at that tomorrow. I'm holding a party on Sunday etc.
Referring to past and present	I've hurt/broken/lost my ..... Has s/he gone/seen/written etc.
Expressing obligation	You must/mustn't /have to/ought to/should....