

## Induction Programme (Example)

This induction programme is designed to support pupils who are new to English to develop basic communicative English.

The programme focuses primarily on developing some oral communicative competence. Sessions should be largely oral based as it is important for learners to 'talk their way into meaning' with opportunities for modelling and scaffolding provided by teachers or peers. The emphasis should be on establishing meaning rather than grammatical correctness. Vocabulary and structures can be modelled and reinforced through a variety of oral pair or group activities.

Ideally this programme would include daily focussed support sessions with an adult but day- to-day teaching will provide many opportunities for covering topic areas through differentiated tasks.

Topic and Function	Language structures	Key Vocabulary	Sample Activities
<b>Greetings and introductions</b> <i>Introducing</i>	Hello, goodbye My name is _____ I am _____ years old		Role play
<b>Myself and my family</b> <i>Describing Asking for information</i>	I have _____ This is my _____ Who's this?	Mum, Dad, mother, father, sister, brother, grandmother/father, uncle, aunt	Drawing family members. labelling, copying modelled sentences.
<b>Classroom objects</b> <i>Identifying Asking for information Requesting</i>	It is/It's a _____ They are _____s Give me a _____ What's this? What's this in English?	pencil, pen, ruler, rubber, pencil sharpener, table/desk, chair, carpet	Vocabulary games Naming and labelling. Roleplay - requesting objects.
<b>Parts of the body</b> <i>Identifying Asking for information</i>	It's my _____ It's his/her _____ What's this /that?	head, face, eyes, ears, nose, mouth, neck, arms, legs, foot/feet, hands, fingers, toes, knee, elbow, wrist	Vocabulary games. Ask and answer questions. Identify body parts on pictures. Draw and label body.
<b>Feelings</b> <i>Describing feelings Explaining Asking for information</i>	I am _____ You are _____ She/He is _____ feel _____ How are you?	happy, sad, angry, scared, ill, tired, sick	Roleplay/Mime Labelling. Illustrating and completing sentences
<b>Colours</b> <i>Describing colour Giving and following instructions Asking for information</i>	It's _____ The book is _____ Give me the red _____ What colour is _____?	red, yellow, blue, green, purple, pink, orange, black, white, grey, brown	Identifying colours
<b>Counting and numbers</b> <i>Describing number Questioning Requesting</i>	There are _____ How many _____ are there? Can I have 3?	Numbers 1-100 Plurals	Counting. Reading and writing numbers.
<b>Talking about activities</b> <i>Describing actions Giving opinions Asking for information</i>	I am _____ You/he/she/it/we/they/ I like _____ What are you doing?	walking, sitting, eating, drinking, talking, standing, running, etc.	Vocabulary games. Describing pictures. Miming actions for others to guess.
<b>Myself and my clothes</b> <i>Describing Asking for information Giving opinions</i>	I'm wearing _____ I'm wearing a red _____ What are you wearing? I like _____	T/shirt, shirt, trousers, skirt, dress, shoes, socks, tights, jumper, coat, hat	Vocabulary games. Draw uniform and label. Cut pictures from magazines and write/copy sentences. Sort into clothes for hot/cold weather, clothes for school, etc.
<b>Food</b> <i>Giving opinions Asking opinions</i>	I like _____ I don't like _____ Do you like _____? I eat _____ for breakfast	A variety of foods, including those children are likely to be familiar and unfamiliar with. Breakfast, lunch, dinner	Vocabulary games. Naming foods from pictures. Classifying into food groups, foods the child likes/dislikes, foods for lunch, etc.

Topic and Language Function	Language structures	Key Vocabulary	Sample Activities
Home Describing Questioning	It's the We cook in the kitchen There's a _____ Where do you _____ ?	Kitchen, bathroom, bedroom, sitting room, dining room, chair, table, bed, lamp, cooker, fridge, tv, toilet, etc.	Vocabulary games Cut furniture from magazines and group/stick into appropriate rooms. Match the verb to the room. What's different? ORT The New House
Shapes Describing Giving and following instructions	It's a It's got _____ sides	Triangle, square, circle, rectangle, pentagon, hexagon, heptagon, octagon, sides, corners	Classifying and sorting shapes Barrier game e.g. 'Colour the square red.'
Days of the week Describing routines Questioning	Today's I have PE on _____ What do you do on _____?	Days of the week, weekend, morning, afternoon, evening, night	Modelling sentences based on timetables. Sequencing
Where things are Describing location Questioning	It's _____ the table	In, on, under, behind, in front of, next to, between	Vocabulary games Asking about position. Barrier game: drawing objects in correct position in a room from description What's different? (cards or realia)
Describing people and things Describing Comparing	It's _____	young/old, curly/straight, large/small, tall/short, big/little happy/sad, full/empty, heavy/light, fat/thin, thick/thin, long/short, fast/slow	Vocabulary games. Sorting and classifying objects or pictures of people. Matching opposites. Describing photos of faces. Guess the person/object game
Animals Describing Classifying	It's a _____ It's red It has 4 legs It's the same/different.	Dog, cat, horse, sheep, cow, bird, lion, elephant, tiger, bear, butterfly, bee, worm, snail	Picture matching adult with young. Guessing game giving clues to identify animals Sorting and classifying animal pictures and explaining choice. Vocabulary
Weather Describing Comparing Expressing preferences	It's It's hotter in Summer I like	Months and Seasons rainy, sunny, windy, cloudy, snowy, foggy, cold, hot, warm.	Vocabulary games Read thermometer and match temperature to weather. Match/create symbols. Illustrate seasons wheel.
Routines Describing Questioning	I get up/have breakfast/go to school/etc at _____ What time do you _?	o'clock, half past, numbers to 12	Sequencing pictures of events in day, Modelling simple sentences about own day. Telling time from digital
Vehicles Describing Comparing	It's bigger than It's the biggest	Car, bus, lorry, train, bicycle, motorbike, aeroplane, ship.	Vocabulary games Sorting
Money Asking for information Requesting	It's _____ p It costs _____ is _____ How much _____? Can I have _____?	Coins, pence, pounds pay, change expensive, cheap	Role play paying for items and giving change. Adding coins. Making totals. Use of £ notation.
Talking about places Giving and following instructions Asking for information	Go to the right It's by the	Shops, Post Office, houses, mosque, supermarket, etc. Traffic lights, road, street, pavement	Look at photos of local area and identify features. Look at maps and draw plan of route to school, with key.
Retelling a story Talking about the past	He saw He went	Regular and irregular forms of known verbs Yesterday, last , etc.	Sequencing and retelling story based on pictures Retelling simple story or event. Matching present and past forms of verb. Sort into regular/irregular verbs.

	<b>Teaching basic vocabulary</b>
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
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 of Language Development

Language Functions	Sentence structures
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....

# Vocabulary Strategies

## Vocabulary Maps

Word
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<b>Definition / What it means</b>	<b>Synonym / Is there another word that means the same?</b>
<b>Draw a picture</b>	<b>Use it in a sentence</b>

<b>My understanding of this word</b>	<b>A picture of this word</b>
<b>Definition of this word (as in a dictionary)</b>	<b>My sentence</b>





## **USEFUL WEBSITES**

### **RESOURCES FOR NEW ARRIVALS**

<http://www.racingtoenglish.co.uk/> new arrivals

<https://eal.britishcouncil.org/>

<http://www.newburypark.redbridge.sch.uk/langofmonth/>

<http://www.worldstories.org.uk/stories/stories>

[eal.assessment@bell-foundation.org.uk](mailto:eal.assessment@bell-foundation.org.uk)

<http://www.emas4success.org> guidance, strategies and resources for all Key

### **BILINGUAL RESOURCES**

<http://www.primaryresources.co.uk/letters> Standard letters to parents translated into different languages.

<http://www.bfinclusion.org.uk/Forms.htm> bilingual phrase books for beginners

<http://en.childrenslibrary.org/> online digital versions of a variety of books across many languages

### **DEVELOPING BILINGUALS: ALL KEY STAGES**

[www.collaborativelearning.org](http://www.collaborativelearning.org) Great range of collaborative activities

<http://www.emaonline.org.uk/> Huge bank of resources. For example see next link

<http://www.emaths.co.uk/eal.htm> maths in various languages

### **E BOOKS**

[www.worldlanguagebooks.com](http://www.worldlanguagebooks.com) A website aimed at EAL children. It provides reading books in a range of languages for children and young adults.

<http://en.childrenslibrary.org/> online digital versions of books



# Vocabulary / Phrases in other languages

<http://www.omniglot.com/language/phrases/index.htm>

Romance Languages Vocabulary Lists: Family & Pets

[http://www.ielanguages.com/romance\\_family.html](http://www.ielanguages.com/romance_family.html)

Family words in Romanian

<http://www.happychild.org.uk/freeway/romanian/vocab/familyoverview.htm>

Other collections of phrases in various languages

<http://www.bbc.co.uk/languages/other/quic>

<http://www.smartphrase.com>

<http://www.single-serving.com>

<http://www.travelphrases.info/>

<http://wikitravel.org/en/Phrasebook>

<http://www.elite.net/~runner/jennifers/>

<http://www.loecsen.com>

<http://www.linguanaut.com>

<http://www.languageshome.com>

<http://www.lingo24.com/useful->

[phrases.html http://worldphrasebook.net](http://worldphrasebook.net)

<http://instantphrases.com>

<http://www.languagehelpers.com/>

<http://www.travelphrases.info/>

<http://famdliflc.lingnet.org/downloads.aspx>

<http://www.50languages.com>

<http://languages.lcweblink.info>

<http://www.linguahouse.com/phrasebooks>

[http://mylanguages.org/write\\_name.php](http://mylanguages.org/write_name.php)

Also, download the **EAL Assessment Framework** developed by The Bello Foundation

Framework includes primary **support strategies** that map directly onto the descriptors and provide practical ways to support EAL learners at each stage of their language development.

<https://www.bell-foundation.org.uk/eal-assessment-framework-version-1-1/>