

National Curriculum

This section provides an overview of the key points in the DRAFT VERSION of the New National Curriculum for ESOL. At the time of composition the finalised curriculum was not available, and it must be stressed that the list below is not a comprehensive summary, but simply a useful tool in the preparation of materials for ESOL classes held for Community Groups. The information listed is in line with the Draft National Curriculum, but only the **Entry** Levels have been considered as these are the primary focus of community group teaching.

Key Language Skills 1 - Speaking (Entry Levels 1-3)

Speaking - to provide / ask for basic information
Speaking - to express / seek feelings and opinions
Speaking - to engage in conversation
Communication skills
Intonation
Stress

Key Language Skills 2 - Listening (Entry Levels 1-3)

Listening for gist
Listening for detail
Following instructions
Identifying feelings and opinions

Key Language Skills 3 - Reading (Entry Levels 1-3)

Read and understand short texts
Read and recognise sentence structures
Develop understanding and use of vocabulary, morphology and phonics

Key Language Skills 4 - Writing (Entry Levels 1-3)

Writing to communicate information in short, simple texts
Recognise and use simple, compound (and complex) sentence structure in writing
Develop handwriting, vocabulary and spelling
Literacy Skills

Grammar and Functions (Entry Levels 1-3)

Grammar requirements for Entry Levels 1 and 2
Grammar requirements for Entry Level 3
Functions

Key Language Skills 1 - Speaking - Entry Levels 1-3

Speaking - to provide / ask for basic information

Ask for and give personal information; introduce family and close friends

Ask for and tell the time, day etc.

Express ability; enquire about skills

Signal lack of understanding

Ask about and describe places and things; self and others

Give single step instructions

Spell words aloud

Enquire about prices and quantities

Make requests, ask for directions, request someone to do something

Respond to requests for basic information, confirm, correct, check back

Express preference and thanks

Compare people, places and things and make comparative questions

Describe daily routines and regular activities, and enquire about others

Talk about / ask about past events

Talk about / ask about future plans, arrangements and intentions.

Respond to questions for information, formal and informal requests.

Give clarification

Express need, obligation

Use formal language to make requests, ask for directions, request someone to do something, ask for permission.

Give factual accounts

Express certainty about the future

Make on the spot decisions and arrangements; offer help

Make requests on the phone, in formal and informal situations.

Respond to suggestions and advice

Speaking - to express / seek feelings and opinions

Express likes and dislikes, feelings, wishes, views, agreement and disagreement, apology.

Give reasons for likes and dislikes, views etc.

Ask about people's feelings, opinions, interests, wishes, hopes.

Express opinions about future possibilities

Show contrast, cause, reason, purpose.

Apologise in formal situations

Speaking - to engage in conversation

Greet and respond to greetings; take leave.

Describe health and symptoms.

Invite and offer; accept and decline.

Give warnings Express and ask about possession Insist politely Persuade

Ask for clarification and explanation

Suggest action with other people; ask for suggestions and give advice

Praise and compliment others Complain, warn, prohibit

Communication skills

Signal lack of understanding

Be aware of thanking conventions

Be aware of interactive pattern of conversation, turn taking

Be aware of questions often asked or avoided

Use non-verbal signalling
Understand naming conventions, use of first name and titles
Be aware of the importance of intonation and stress to :
differentiate between questions and statements, request and command
convey feelings, attitude, relationship between speakers, politeness
for correcting and asking for clarification
Be able to introduce a topic
Be able to indicate relationship between ideas
Be able to acknowledge other speakers; turn-giving
Use appropriate forms for apologising; formal / informal
Respond to suggestions

Intonation:

Awareness of falling intonation on complete definite statement
Rising intonation to elicit understanding / ability to produce rising tones to query information
Falling intonation in first part, rising in second : subordinate clauses, question tags
Awareness of rising intonation for questions in general, particularly yes/no, and that falling intonation is often found with 'wh' questions
Awareness of rising intonation for politeness
Awareness of rising intonation for offers and invitations
As necessary, rising intonation on conjunctions and adverbs to show the narrative continues
Alternative questions and lists: voice rises on the first alternative, falls on the last.

Stress:

Awareness of stress-timed sentence rhythm – statements / questions
Awareness of stress falling on important words in the sentence / ability to stress important words
Awareness of stress falling on sequence markers
Awareness of elision and unstressed vowels

Key Language Skills 2 - Listening - Entry Levels 1-3

Listening for gist:

Recognise context eg interview between a tutor and a new student, appointment at the dentist
Predict general meaning and unknown words
Recognise questions, statements and instructions
Understand the gist of a short, simple discussion
Follow the interactive nature of a short, simple discussion between two or more people.

Listening for detail:

Identify basic information - weights, places, times; identify personal details - name, age
Identify key words in a given context, eg for travel: timetable, fare, single / return
Identify information contained in descriptions of people and places.
Discriminate between stressed and unstressed syllables; recognise how information or content words are stressed in sentences.
Identify stress-timed rhythm
Identify key grammatical structures: *does / did he work there? Is he still living there?*
Extract main points or ideas from a short presentation on a familiar subject.
Understand opinions
Understand common structures and vocabulary used in expressing different opinions; identify where statements include opinions and/or factual information.

Following instructions:

Understand and respond to single step instructions; *Please open a window; put the pen down; don't sit down yet.*

Understand the order of a set of instructions; *follow directions; order pictures following instructions.*

Identifying feelings and opinions:

Identify simple common structures and vocabulary which express feelings and emotions.

Identify feelings expressed through intonation and corresponding words.

Recognise the relationship between speakers in familiar situations

Key Language Skills 3 - Reading - Entry Levels 1-3

Read and understand short texts

Track texts from left to right, top to bottom.

Use a range of strategies to get meaning from text; it is not always necessary to read every word in order to comprehend.

Identify purpose of texts from their format, and who they are intended for; use key features to predict meaning and aid understanding.

Recognise print in a variety of settings.

Use knowledge of links between sentences to aid understanding.

Use context to monitor meaning and interact with text.

Infer information that is not stated.

Use knowledge of the world to help get meaning from text.

Identify and use simple reference tools and features to get information from texts

Identify the audience, register and outcome of straightforward texts; register changes according to degree of formality.

Pick out main points or events in a text.

Use images to aid understanding; read and interpret information in a graphical form.

Read and obtain information from everyday sources; use a range of reference tools and sources to get information from texts.

Read and recognise sentence structures

Be aware of the concept of a sentence.

Recognise how punctuation aids understanding.

Recognise common sentence patterns and features.

Use knowledge of syntax and grammar to work out meaning and to confirm understanding.

Develop understanding and use of vocabulary, morphology and phonics

Recognise lower and upper case letters; be aware that symbols represent sounds.

Recognise common whole words and personal key words.

Learn alphabetical order; recognise that sounds and names of letters are different.

Identify the function of common letter combinations.

Work out meaning of unfamiliar vocabulary from context and knowledge of word families.

Where possible use phonic strategies to decode unfamiliar words; recognise that there are more sounds than letters of the alphabet, and recognise silent letters.

Identify the function of common suffixes and prefixes.

Read and understand words commonly used on forms and be aware of form-filling conventions.

Key Language Skills 4 - Writing - Entry Levels 1-3

Writing to communicate information in short, simple texts

- Compose simple text for an intended audience using a model
- Copy name and address correctly
- Write numbers accurately
- Identify the purpose, audience (and outcome) of writing
- Compose simple texts
- Fill in / copy information accurately and legibly on forms
(Identify appropriate format and register for task and audience)
(Plan the content of writing)
(Organise writing into paragraphs and write a first draft)
(Compose chronologically sequenced text)
(Proof-read simple text)
(Produce final legible version of text, word-processed or handwritten)
(Make notes)
(Complete forms with some complex features)

Recognise and use simple, compound (and complex) sentence structure in writing

- Write a simple sentence from a model
- Use full stop and capital letters in a simple sentences
- Compose simple and compound sentences using appropriate grammatical features
- Use adjectives in simple and compound sentences
- Use basic punctuation and capitalisation correctly
(Develop knowledge of the grammatical features of complex sentence structures and correct basic punctuation)

Develop handwriting, vocabulary and spelling

- Hold and control a pen effectively; form numbers and letters with some accuracy; write from left to right; space letters and words appropriately and proportion letters in relation to line.
- Copy and understand basic personal vocabulary
- Use basic sound symbol association to help spelling
- Spell some familiar known words and personal words correctly
- Increase legibility and fluency as appropriate to student needs
- Use vocabulary relevant to context
- Develop and practise strategies for learning spelling
(Use a range of special interest vocabulary appropriately)
(Build word families through addition of prefixes and suffixes)
(Spell accurately using independent spelling strategies; produce legible text)

NB: The list is drawn from the curriculum for all 3 Entry Levels, but specific requirements at the proposed Entry Level 3 are shown in (brackets)

Literacy Skills

- Track text in right order: left to right, top to bottom
- Recognise and form letters of the alphabet, both lower and upper case
- Form numbers, understand positions and values of numbers
- Be aware of word spacing and line positioning conventions
- Recognise different type faces, handwriting etc
- Be aware of punctuation: capital letters, full stops, commas in a list, question marks
- Use alphabetical order
- Be aware that symbols represent sounds; sounds and names of letters are different

Be aware that there are more sounds than letters in English; letter combinations and silent letters
Be aware of the concept of a sentence
Recognise common words by sight
Get meaning from text without understanding every word
Be aware of common text features like format, layout, illustrations, key vocabulary
Be aware of context
Interact with text
Use simple reference tools: table of contents, index list
Recognise common sentence patterns and features
Importance of word order
Recognise common prefixes, inflected forms of verbs, structure of adverbs, etc
Build word families
Develop strategies for spelling
Use phonic strategies to decode unfamiliar words
Identify purpose of text
Identify intended reader
Use a range of strategies to get meaning from text: skim, scan, read thoroughly
Pick out main points in a text
Be aware of concept of paragraph, cohesive ties, discourse markers
Compose chronologically sequenced text
Be aware of form filling conventions and language commonly used in forms
Develop awareness of cultural conventions in certain types of forms
Make notes
Be aware of changes in register : formal / informal
Use and interpret information in graphical form
Develop awareness of differences between spoken and written English
Plan the content of writing
Proof read simple texts

Grammar and Functions - Entry Levels 1-3

Grammar requirements for Entry Levels 1 and 2

subject pronouns
Verbs: be / have / do
Regular verbs eg. like / play
'have got' to indicate possession
imperatives and negatives
Present continuous
Past simple and continuous
modal 'can' 'must' 'need to' 'have to' 'could' plus infinitive
countable / uncountable nouns
plurals
possessive and demonstrative adjectives and pronouns
prepositions and prepositional phrases
indefinite article
questions using simple present be / have / do
'wh' questions
adjectives after 'be'
object pronouns
adverbials of time

Entry Level 3

present perfect, since / for
'should' 'may' 'might' plus infinitive
used to
future simple
adverbial phrases of time and place
comparative structures
superlatives – regular and irregular
relative clauses
definite article
Conditionals: if + present simple, future simple
'would'
common phrasal verbs
questions with shall?
Question tags

Functions

give short answers
express ability
give simple instructions
give personal information
make requests : using 'please' /on the phone
ask permission
ask for information
Agree / disagree / persuade
Describe health and symptoms
Invite /offer /accept /decline - *Would you like...?*
Quantify eg. too / enough
signal lack of understanding

Order events in sequence

Explain and understand reason / cause

Describe people, places, things

Link ideas: similar, alternative, contrasting

respond : confirm, correct, check back, ask for clarification

feelings and opinions : likes, wishes, views, preferences, comparing, thanks, sorry

give advice, praise, compliment, complain, warn, prohibit.